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Report of Duplin Teacher Institute.

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In Duplin County, North Carolina, a summer 1968 institute for the county's Negro and Caucasian teachers and principals was planned and operated by local educators in response to local problems of desegregation. Although recruitment began late, more teachers and principals than were expected volunteered in equal numbers from each race. One of the major goals of the program was to improve both the attitudes and knowledge these professionals had about each other and about children from different cultural backgrounds. Each three-week institute (one in July and one in August) discussed characteristics of the rural Duplin County, problems of desegregation from a Negro child's point of view, and teacher-teacher and teacher-adult relationships. The 161 participants were asked to complete 25 "think" questions during the third week regarding their opinions on racial situations, a feedback questionnaire on the last day which assessed the institute and what they had learned, and a followup questionnaire in December (as part of a two-day review session). Answers revealed that 95 percent of the respondents believed that the institute had helped desegregation proceed more smoothly, and they requested another in 1969; it was also found that participants had known very little about each other as members of the opposite race prior to the institute. The institute was unique in its local character; future ones need to include parents and more extensive followups. (A 25-item bibliography, a chapter on Duplin County characteristics, and the three questionnaires are included.) (LP)

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REPORT OF
DUPLIN TEACHER INSTITUTE

Conducted by
James Sprunt Institute

July 8 through August 16, 1968
Kenansville, North Carolina

Project Administrator
Alfred D. Wells, Dean of Students
James Sprunt Institute

This project was financed by the Bureau of Elementary and Secondary Education, U. S. Office of Education, Department of Health, Education and Welfare, Washington, D. C. 20202, and was approved for funding through the offices of Dr. William J. Holloway, Chief, East Coast Branch, Division of Equal Educational Opportunities. It was a joint project of the James Sprunt Institute, a unit of the North Carolina Department of Community Colleges, and the Duplin County Board of Education, a unit of the North Carolina Public School System, which is under the direction of the North Carolina Department of Public Instruction and the North Carolina State Board of Education.

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FOREWORD

Many people have contributed to the preparation of this report. Basic data came from the 161 Duplin County teachers and principals who were enrolled in this institute. The information in Chapters IV and V came from their responses to questionnaires.

Special mention must be made of the three consultant team leaders, each of whom assumed responsibility for one week of each institute program and who provided data for this report. These professionals are: Dr. Selz C. Mayo, Head, Department of Sociology and Anthropology, North Carolina State University at Raleigh; Mr. K. Z. Chavis, Coordinator, Ford Foundation Leadership Development Program, Atlanta, Georgia; and Mr. W. L. Flowers, Jr., Grant Officer for Educational Projects of the North Carolina Fund Foundation. Recognition is given to Mr. Flowers for the master program proposal format as well as the general structure of the program plan. Special mention is given to Dr. Dewey A. Adams, Associate Professor in the Department of Adult Education at North Carolina State University, for services and leadership rendered to the institute.

Appreciation is appropriately expressed to Mr. George H. Esser, Jr., Executive Director of the North Carolina Fund, for his foresight in authorizing essential technical services and support for the development of this proposal during the period of December 1967 through June 1968.

Local leadership contributed to the successful development of this project and without this mention one would not be aware of their contributions. Mr. O. P. Johnson, who retired as Superintendent of Public

Schools of Duplin County on June 30, 1968, cooperatively approved the development of this project with Mr. Dixon Hall, President of James Sprunt Institute and Mr. Alfred Wells, Dean of Students at James Sprunt Institute, who served as Project Administrator. Recognition is given Mr. Charles S. Yelverton, Superintendent of Duplin County Public Schools and Mr. Byron Teachey, Assistant Superintendent, for their efforts and cooperation in making this institute a success.

Mrs. Nancy Jordan, teacher from Charity High School, Rose Hill, North Carolina; Mrs. Margaret Glasgow, teacher of Wallace-Rose Hill High School; Mrs. Betsy Harper, instructor of Lenoir Community College; Mr. James Henry, principal of E. E. Smith High School in Kenansville; and Mr. Lauren Sharpe, teacher in Warsaw Junior High School in Warsaw; deserve special mention for their leadership contributions as local consultants to the project.

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CHAPTER I

INTRODUCTION

A. OBJECTIVES AND PROCEDURES

The objectives of the institute were as follows:

1. To cause behavioral and attitudinal changes of both Negro and white teachers and principals toward each other and toward children of different cultural backgrounds.

2. To study the cultural backgrounds of students in the local community and to specify and create a better understanding of community educational problems.

3. To assist teachers in the development of curricula that will be used in teaching children with culturally different backgrounds and to devise methods for:

    a. Increasing the number of parental visits to the schools

    b. Reducing the drop-out rate

    c. Improving the school system's holding power of the teacher

4. To give teachers and principals an opportunity to work together on concrete problems of vital importance toward harmonious transition from a partially segregated school system to a totally integrated school system.

These objectives were sufficiently broad and inclusive enough to permit a review and discussion of problems confronting public school desegregation in Duplin County, North Carolina. Now that the institute is over, Objective No. 2 should be rewritten to read: To study the cultural backgrounds of students and teachers in the local community and to specify and create a better understanding of community educational problems.

The procedures adopted to accomplish the objectives of the institute were equally as broad, diversified and all inclusive as were the objectives of the institute. Initially, the program attempted to encourage teachers to make a self-analysis and a community analysis to measure the extent of the problem situation. The teachers and principals identified some problem areas applicable to the local educational program such as adjustment and problems facing students, teachers, and principals and then developed plans and techniques to deal with these problems. Generally, the participants dealt with the issues which had promoted ill-will and misunderstanding among students, parents, teachers, and principals.

The participants studied the following topics in order to understand the common problems facing those concerned with public education.

a. What is the current situation and what could be done to improve it.

b. What are the common problems in the process of school desegregation:

    1) parent and community resistance

    2) reading problems

    3) ethnic customs

    4) extra class activities

    5) interracial frictions

    6) cultural differences

c. Means and methods of meeting the needs of multicultural children. This was especially important because the local school system had only initiated token integration in the past and total integration is expected in a minimum of two grades in 1968, with freedom of choice for the remainder. Related to this whole process, the program was executed to include the following:

1) Studying the cultures of the past of both Negro and Caucasians and utilizing the values.
2) Providing a climate for open discussion of the problems of both Negro and Caucasian teachers.
3) A study of the changing socio-economic factors and existing conditions in the County, thereby improving school community cooperation in solving educational problems.
4) Reviewing and discussing professional books that deal with situations in schools.
5) An inventory of teaching materials needed for instructing multi-cultural classroom situations.
6) A discussion of "The Great Ideas" taken from the Great Books of the Western World was used as a starting point.

Negro and Caucasian teachers, by tradition, have not had a topic on which to base a forum for discussion of educational problems and issues. The use of Great Books of the Western World as a point of entry caused the participants to intelligently discuss the following:

a. the ends of education
b. preparation for the vocations, arts and professions
c. formation of good character, virtue, and right will
d. the relation of teacher and student
e. the role of experience
f. the training of the prince, statesman and the citizen by democratic procedures

It is important to recognize that these procedures as related here did not have to succeed. It is the unbiased judgment of the writers that the outstanding success of this institute was in part due to the expertise and commitment of the Caucasians and Negro professionals, including consultants, as well as the determination of the teachers to effect meaningful change in their school system. It is equally as important to recognize that absolutely no effort was spared in approaching every relevant problem as they existed in the County.

B. RATIONALE

How to make a smooth transition from a dual school system to a single school system within the context of the law was the basic question. It was recognized that these changes would proceed now and in the near future because approximately 1,000 Negro students and over fifty Negro teachers were expected to enter desegregated schools in Duplin County this year. It was recognized that experiences encountered in a newly desegregated school could be detrimental to both teachers and students. Therefore, it was necessary that strategies be developed to offset the anticipated experiences generally encountered in newly desegregated schools.

The initial step in this direction was to initiate a training institute originally designed to accommodate 140 teachers, but which finally accommodated 161 teachers of whom slightly over 50 per cent were Caucasians. This training was done locally within the County. This was specifically planned for two reasons. First, participants would find it physically convenient to attend, and secondly, having a desegregated teacher training institute in a County that is scheduled to have total school desegregation by 1970 would naturally give some support to the participants as well as community residents.

C. SOCIAL AND ECONOMIC CHARACTERISTICS OF DUPLIN COUNTY

The past twenty years in North Carolina has shown a trend toward industrialization and urbanization, but even though some industry has located in Duplin County, the trend of urbanization has had little effect in this County which is largely rural.

Duplin County's population has a median educational attainment of 8.1 years of schooling with 21.1 per cent of the total population completing less than five years of schooling and only 3 per cent of the total population having completed college.

Duplin County is situated in the coastal plain of southeastern North Carolina in the heart of the coastal farm belt. Data found in the 1960 census describes Duplin as 99.9 per cent rural.

This County has an almost rectangular shape with the long axis running north-south. Three main arteries run almost parallel to this axis. The Atlantic Coast Line Railroad and U. S. Highway 117 are two arteries which have had the greatest influence on the location of population. Eight towns lie along this railroad and highway which are situated in the western third of the County. The third north-south artery is in the northeast branch of the Cape Fear River and is of less significance to population growth than the other two.

Tobacco is the largest income producer in Duplin County. A recently developed poultry industry has made its impact on the economy of the County. Commercial truck crops require that seasonal migrant labor be imported. Duplin is a growing center for strawberries and blackberries. Swine, corn and soybeans add to the crop diversity of Duplin's economy. The 1968 North Carolina Directory of Manufacturing Firms listed fifty-six small industries as located in Duplin County. Many of these are related to agriculture and range from textile plants to logging, livestock feed production and poultry processing.

In 1950, census data showed a population of 41,074 while in 1967 the population estimate was 40,598, a decrease of about 2 per cent. Approximately 26,000 of these were white and 15,000 were Negroes. The Negro-white ratio has remained almost constant over a period of years.

The soil is sandy, rich and productive, making farming a profitable operation for those who own land with higher elevations. Not all farms are white owned but a substantial number of operations are Negro family or white family owned and managed. The general flat character of the topography changes in the vicinity of the Northeast Cape Fear River basin. This river drains the County including the area lush flora of the Angola Swamp partly situated in the south-central portion of Duplin County. Population is sparse in this swampy area although some residents do live there. Hunting is more of a sport within the County than fishing but many avid fishermen live in the County and frequent coastal rivers, marshes and the Atlantic Ocean.

While Duplin County is 99 per cent rural, the 1960 Census showed 49.5 per cent of the population as rural farm and 50.5 per cent as rural non-farm. The farms tend to be small operations but the influence of mechanization has caused gradual consolidation of farms. Many farm area residents work in town in one of the small industries. Some commute to out-of-County jobs. During the time of peak labor demands, it is not unusual to see poor Negro and Caucasians working side by side with imported migrant labor.

Residents of the non-professional group are direct and honest in the analysis of their problems. When they discuss these problems, they seem to have a clear conception of what is involved in these problems. Some see no need for changing things racial from the way it has always been but others do see the necessity. Duplin does have in its native population persons who have defined the racial problems and are ready to seek solutions.

Duplin County was formed in 1750, named for Lord Duplin, and has a land area of 822 square miles with its County government centered at Kenansville.

In 1896, the State Board of Agriculture, in its publication for that year described Duplin County as follows:

> Adjoins Lenoir and Sampson, and like them, has considerable variation of soil and surface. The northern portion consists of level piny uplands, penetrated with frequent streams margined with swamps. It is drained by Northeast Cape Fear River, which flows southward through its middle section, and both this and the numerous tributaries are bordered by belts of alluvial and often swampy lands. Near its northern and eastern borders are two small pocosons,and within its southern section lies one half of the great Angola Bay pocoson, an almost impenetrable jungle of the average character of pocoson lands, with fringes of rich swamp lands on the streams that issue from it. This pocoson is flanked on the westward toward the Northeast Cape Fear River by a fringe of fertile white-oak flats and semi-swamp lands, and on

the north by a strip of sandy pine flats, dotted here and there with fertile spots. The "sandy pine hills" are not confined to any part of the county, and are of insignificant size. The cotton lands which are of limited extent, are the level piny woods of the usual description; but corn is a more valuable crop, and the product of potatoes and upland rice and trucking are of considerable importance. On and near the Wilmington and Weldon railroad stations, strawberries, cabbages, peas, beans, Irish potatoes and other vegetables, for the northern markets, are produced in large quantities, and the business is increasing; while thousands of dollars are brought into the county to pay for huckleberries. One of the largest crate and basket factories is located near Warsaw and supplies not only local demands but also those of many shippers in the southern states.

Good improved lands may be bought for as low as $3.00 an acre while improved lands cost only a few dollars more, according to location and proximity to transportation. Besides trucking, tuberose and other bulb growing gives farmers profitable employment.

The county still has valuable resources in timber and turpentine lands. Marl (blue and white) is abundant, though but little used.

The county is traversed in its whole length by the Wilmington and Weldon railroad, and with its water-ways, has convenient access to markets.

Kenansville, the county seat, has a population of 300; Magnolia, with a population of 500; Faison's of 275, and Warsaw of 450, are small towns lying on the Wilmington and Weldon railroad. From Warsaw a railroad of twelve miles extends to Clinton, in Sampson County.

Duplin County has 457,247 acres of land, valued at $957,251, and 457 town lots, valued at $131,514.

Of domestic animals there are -- 1,820 horses; mules, 876; goats, 2,687; cattle, 9,678; hogs, 30,622; sheep, 5,093.

Product of taxation -- for State use, $1,644.06; pensions, $838.78; schools, $8,103.59; county, $6,023.80.

Population -- white, 11,600; colored, 7,909; total, 19,509.

This concise, detailed description of the county provides a background for comparison with some of the more current but surprisingly constant ecological, geographical and demographic characteristics.

The Southern Coastal (District 9) Agricultural District, in which Duplin is located, enjoys favorable climate during most of the year. Situated in a portion of coastal North Carolina where the warm Gulf Stream flows a few miles off shore, the area's mild winter temperatures and annual rainfall are influenced by its proximity to this part of the Atlantic Ocean. Records of average monthly rainfall over a period of ten years show that July has the heaviest rainfall during any month (6.94 inches), and October (2.77 inches), November (2.96 inches), or January (3.06 inches) are the drier months.

Weather reporting stations are maintained at Kenansville, Faison and Sloan. Records from the Sloan station for the period 1954 through 1962 show an average annual rainfall of 54.6 inches and a mean annual temperature of 61.6 degrees. The first killing frost in fall is around October 20 and the last killing frost in spring is about March 24. The average number of clear days is 210 and the average number of rainy or cloudy days is 155.

These climatic conditions complement the needs of agricultural crops produced in Duplin County. The average growing season is 238 days.

The land is flat and swampy in places but drainage and mechanization has altered the condition described in 1896 (above). However, it is interesting to read that several of the crops produced then are still prominent among the items marketed.

Wallace has the largest population of an incorporated place in the county with a current population of about 2,285. Locally, it is known as the "Strawberry Capital of the World." Blueberries (huckleberries) are still grown and marketed but have not retained the relative importance of the 1896 report cited above. Tobacco, corn, soybeans and poultry constitute the chief sources of stable farm income. While there is a sustained emphasis on industrialization, the products of the soil and toil of residents constitute the dominant influence on the culture.

Duplin County--Population Characteristics

There is another almost constant factor in Duplin County. The population density of the county has scarcely changed in a decade and a half. In 1950, the population was 41,074 and in 1967, the estimated population was 40,598, a change of less than 2 per cent.

Over the sixteen-year-period between 1950 and 1966 there is a change but no dramatic or sudden population shift by either the white or Negro race. During the early years of that sixteen-year-period the white component, which represents a little less than two-thirds of the total Duplin population, showed an annual increase from 25,890 in 1950, to a peak of 26,154 in 1958. Beginning in 1959, there was an annual decrease in the white population to an estimated 24,651 residents in 1966. Between 1950 and 1958, the white population of Duplin County increased by 264. During the next eight-year-period, from 1958 to 1966, this same population segment decreased by 1,503. The constant declining of the total white population referred to above may be a trend. This population loss was approximately 5.7 times in the last eight years over the absolute gain (change) in the previous eight years.

One factor which may support this relative static population status is that approximately 99.9 per cent of Duplin population is native born.

During this same time period, the Negro population also shows an interesting pattern. Between 1950 and 1966, the Negro population of Duplin County experienced a loss of only sixty-one, dropping from 15,184 in 1950 to 15,123 in 1966. During the first eight years of this period, as in the white population, there was a steady annual increase from 1950 to 1958, with a gain of 833 from 15,184 to 16,017. Following the peak year, 1958, the Negro population showed a slight erratic change in pattern but between 1958 and 1966, there was a loss in Negro population of 894 residents. The pattern of Negro population loss for Duplin County for the period was similar to that of the white but the rate of loss was much smaller. There was an increase of 833 in the Negro population during the eight years between 1950 and 1958 while there was a Negro population loss of 894 in the period 1958 to 1966. This gives a Negro population loss of approximately 1.07 times for the last eight year period over the Negro population gain (change) for the previous eight-year-period.

For the first eight-year-period and second eight-year-period of this sixteen-year-span the population gain-loss figures are as follows:

Duplin County Population Trends (1950-1966)

1950-1958	-	White gain	-	264	Negro gain	-	833
1958-1966	-	White loss	-	1503	Negro loss	-	894

Comparison of the two time segments shows that for the first eight-year-period (1950-1958) both white and Negro populations in Duplin County experienced gains. The Negro population gained in absolute numbers between 1950 and 1958, at the rate of 3.1 times that of the white. In the second eight-year-period, the white population loss in absolute numbers was approximately 1.7 times that of the Negro. Comparing absolute changes within white and Negro groups, it would appear that in the second eight-year-period the white population loss is 5.7 times its gain (change) of the first eight-year-period while the Negro loss for the second eight-year-period was 1.07 times the Negro gain in the first eight-year-period. While there is a small steady concurrent population loss by white and Negro groups the relatively more rapid loss of the white group causes the shift in percentage balance between the races. The population shift has been approximately 1 per cent for the sixteen-year-period from about 63 per cent white in 1950 to 62 per cent white in 1966.

About thirty-eight (38%) per cent of the population in 1960 was Negro and about seven (7%) per cent of the total population was over the age of sixty-five. This over sixty-five group was by far the largest of any adult age group in Duplin County. Available data shows an interesting pattern shift in age groups between the 1950 census and the 1960 census. Between 1950 and 1960 there was a percentage gain in each population age group for Duplin County from age forty up. There was a percentage loss for each age group below forty years with the exception of the 5-9 and 10-14 age groups. The Duplin County age groups with the largest percentage of gain between 1950 and 1960 were those of age 45-49 with a 1.6 per cent gain and the sixty-five years and over group with a 1.4 per cent gain. The age groups showing the greatest percentage loss were those of age 25-29 showing 1.5 per cent loss and those of age 20-24 showing a 1.3 per cent loss.

Duplin County's population consisted of 49.2 per cent male and 50.8 per cent female in 1960. There was a homogenous characteristic in percentage of males and females in each age group. The largest variation between males and females in any age group under age sixty-five was 0.3 per cent. In the age group sixty-five and over there is 0.8 per cent variation in favor of the females. It is also interesting to note that there was in 1960 exactly the same percentage of males as of females in the total Duplin County population under age sixty-five and that the 0.8 per cent more females than males in the total Duplin population fell into the age group of over sixty-five.

The age-sex population profile for Duplin County follows a characteristic rural population profile. The male and female population groups in 1960 show a larger percentage in population groups below twenty years of age and over sixty-five years of age than in the middle age groups. An examination of this profile shows that there are about twice as many people over sixty-five years of age than in the age-sex group 60-64. Approximately 45.8 per cent of the Duplin County population in 1960 was under twenty years of age. The components of this group consisted of 23.0 per cent male and 22.8 per cent female.

Computation of several indices from data found in the 1960 census provides the following data. There is a sex ratio of 97, a fertility ratio of 510 and a dependency ratio of 32.2

Other Duplin County population characteristics based on the 1960 census show a median age of 23.8 years compared with a North Carolina median age of 24.4 years.

Duplin County--Social Characteristics

Duplin County is located in a section that has been called several names: the "Bible Belt," "Black Belt," and the "Farm Belt."

By tradition and practice, the Duplin society is economically and racially segregated. The economic segregation prevails within the two major ethnic components. One may find a great social distance between the Negro affluent and Negro poor as well as between the white affluent and the white poor.

Civic clubs, churches and three country clubs serve as social organizations for the white middle to upper classes. Many teachers and school personnel of the white group belong to these groups and sometimes serve in leadership roles.

Civic organizations for the Negro middle and upper class groups are not so numerous for Negroes of Duplin County. A few belong to social clubs that they have helped to organize and some belong to Negro Masonic orders. All teachers belong to and depend on the Negro teacher organization and parent-teacher groups as an avenue of social group expression in a much greater degree than do the whites. The Negro outlet for expression is through the NAACP, a middle class organization.

In Statistical Analysis of Southern Counties, by Charles S. Johnson and others (UNC Press, Chapel Hill, North Carolina, 1941), p. 182, these data are given for Duplin County.

Negro % of total population (1941)		37%
Expenditure per pupil enrolled:		
1. Per white pupil enrolled	$ 22.98	
2. Per Negro pupil enrolled	12.77	
3. Ratio: Negro/white expenditure		55.6
Per Cent Age 7-13 in school		
1. Whites		96%
2. Negro		91.7%
Average value of schools		
1. White schools	22,460.00	
2. Negro schools	1,435.00	
3. Valuation ratio: white/Negro		15.65
Per Cent Illiterates		
1. Total population		12.5%
2. Native-white population		8.1%
3. Negro population		20.1%

This constitutes some of Duplin County native adult population's history of social and educational experiences and illustrates the background against which the current desegregation effort took place.

Duplin County--Occupational Analysis

Historically, occupations in Duplin County have been based on an agricultural economy. The increasing influence of farm mechanization has caused a gradual movement from employment based entirely on farming to some choice in vocational areas. Duplin County now has a number of employment options including a small, slowly growing manufacturing component which is providing an increasing diversity of job choices for Duplin residents.

The 1960 census indicates that occupations in Duplin County are still dominated by employment in farm related vocations. Almost six thousand of approximately thirteen thousand persons were employed in Duplin's agricultural jobs.

Thirteen thousand two hundred fifty-nine of the 40,270 residents were employed in 1960. This represents an employment level of 33 per cent for the resident population.

This is compared with approximately 35 per cent of the state population gainfully employed during the same period. The 1960 census indicates that approximately thirteen thousand persons were employed and twenty-seven thousand others were dependent.

Opportunities for employment in Duplin County in 1960 were almost equally divided between employment in agriculture and non-agricultural jobs. About 45 per cent of the employed labor force was engaged in agriculture and 55 per cent of this force in all non-agricultural employment. A breakdown of employment by sex emphasizes an interesting factor. A larger per cent of working males and females in Duplin County were employed in non-agricultural jobs than were in employed in agricultural jobs. This is significant for a County that was described by census data as having a 100 per cent rural farm population in 1920; 74.7 per cent rural farm in 1930; 76.3 per cent rural farm population in 1940; 65.5 per cent rural farm in 1950; and 49.5 per cent rural farm in 1960. Over the forty year period from 1920 to 1960 this 100 per cent rural County now has over half of its employed labor force earning a living in non-agricultural employment.

The 1960 occupational breakdown for Duplin into two general categories of employment showed 44.4 per cent in agricultural jobs and 55.6 per cent in non-agricultural vocations. This study shows approximately an even distribution of employed males between agriculture (35.6 per cent) and non-agricultural occupations (36.0 per cent). A decidedly larger percentage of employed females in Duplin County were employed in non-agricultural vocations than the comparative percentages for males. That percentage comparison for employed females consisted of 19.6 per cent in non-agricultural jobs compared with 8.8 per cent for all female employment related to agriculture.

There appears to be a steady rate of agricultural adjustment to the growing non-agricultural component in the County. Workers released from agriculture because of mechanization and technical development are moving into non-agricultural jobs even though many of those jobs may be low-paying.

Major Occupation Groups

Major occupation groups in Duplin County ranked by per cent of total persons employed show a dominance of employment related to agriculture. Fifteen major groups listed in 1960 in Duplin County show employment in agriculture leads all others with a 22.2 per cent of all persons employed. This is followed by manufacturing with 12 per cent; retail trade with 7.6 per cent; private household and other personal services with 6.8 per cent; followed closely by construction and mining with 6.7 per cent. Educational services account for 4.5 per cent of the total persons employed and public administration for 3.2 per cent. These seven major employment groups accounted for 65.5 per cent of all persons employed in Duplin County at the time of the 1960 census. This compares with 66.7 per cent for North Carolina in similar categories during the same period.

Comparing the per cent of all persons employed in major occupation groups with those for North Carolina and ranking the fifteen major occupation groups in Duplin County, we can see the relationship between major occupation groups in Duplin and the same groups in North Carolina. The percentage employment in agriculture, forestry and fisheries in Duplin is over one and one-half times that for North Carolina while comparison of the percentage employment in manufacturing in North Carolina is over two and one-half times that in Duplin. In a majority of the other major occupational groups, the per cent of occupational opportunity in Duplin is less than that for North Carolina.

While Duplin County occupations in agriculture accounted for a high percentage of those employed, this employment was less than full time for many of the males. In the Comprehensive Mental Health Plan for

North Carolina, Dr. Harvey Smith points out that Duplin and adjacent counties were above the State rate in their proportion of workers employed less than six months of the year. Compared with North Carolina's 22 per cent of all males employed less than six months, Duplin County had 35 per cent in the same category.

The occupational plight in 1960 for the males in Duplin County showed that many were unemployed for a high percentage of the time.

Part-time employment is part of the pattern of the elimination of agricultural jobs for males whose services are less and less in demand as technological advances develop in farming techniques. Seasonal employment with peak demands for labor encourages mobility for those workers without regular employment. This seems to be happening in Duplin. The employment pattern for Duplin County at present must be considered heavily agricultural for both white and non-white males and Duplin's employment rate for farm workers is three times the State rate. The net out-migration during the decade between 1950-1960 may be attributed to the limited period of employment available for low-skilled males in agriculture.

Out-migration for Duplin County during the decade ending in 1960 exceeds the out-migration for North Carolina. Duplin's net out-migration for white males was approximately five times the State rate. The per cent of net out-migration rate for non-white males in the same period was greater than for white males.

The out-migration of males in the decade ending 1960 was influenced by a series of internal employment changes which began much earlier. Between 1940 and 1960, there was a shift of Duplin County employed workers by sex and race. This shift showed a decreasing percentage participation of employed males and an increasing percentage of employed females in the employed work force. This pattern was found to apply for both white and non-white segments of the Duplin working population.

In 1940, the total percentage of employed Duplin male workers was 83.8 per cent. By 1950, this male component was only 79 per cent and by 1960 it was 72 per cent. In the same period, female participation in the employed labor force increased from 15.2 per cent in 1940 to 21.1 per cent in 1950, and to 28.5 per cent by 1960. During the twenty year period, 1940-1960, female participation in the employed Duplin labor force almost doubled while the employed male labor force declined almost twelve percentage points. The most rapid and aggressive gain was in the white female sector of the employed labor force which grew from 7.6 per cent in 1940 to 16.8 per cent in 1960. During the same period, the employed non-white female sector increased from 7.6 per cent to 11.7 per cent.

In several categories of worker occupation groups, the largest percentage decline among employed males was among white farmers and farm managers. Between 1940 and 1960 this group declined from 29.8 per cent of the employed work force to 18 per cent. An even larger proportion of loss in this former occupational group was experienced among non-white male farmers and farm managers which contributed 11.7 per cent of the total Duplin employed labor force in 1940, but made up only 6.5 per cent in 1960. Another group, the white male farm laborers, which comprised 7.3 per cent of those employed in 1940, accounted for only 4.6 per cent in 1960. By contrast, there was no pronounced decline of female participation in these occupational groups. Increasing male participation in the employed work force of Duplin County between 1940 and 1960 occurred in ten of thirteen occupational groups used in this study. The other three categories in which there were major declines were occupations closely related to crop production in agriculture.

The largest percentage employment increase for Duplin white males was in the occupational group of craftsmen, where there was an employment increase of over three and one-half times between 1940 and 1960; this was followed by a gain of two and one-half times the number employed in the operatives and kindred workers category. This was followed then by twice as many new job opportunities for white males in sales and clerical occupations.

While there were percentage gains for non-white males in the same occupational categories as white males, there were only slight percentage gains for non-white males in 1960 over those for this group in 1940.

Increasing occupational participation by females was found in all areas where women are traditionally employed. There was almost no female employment in the Duplin craftsmen occupations. The largest percentage gain for white females was in the occupational categories of operatives, clerical, sales, professional and semi-professional workers and as paid farm laborers. Among the non-white females, a similar participation was seen. In this group, occupational opportunity expanded for non-white females but at a smaller rate of increase than for white females. The occupational category showing the largest rate of gain for non-white females was for paid farm laborers. Domestic service remained the occupational category open for the largest percentage of non-white working females with almost 4 per cent of the total work force employed in that service in 1960. This was about a 25 per cent increase over the 1940 figure and about a 100 per cent increase over the reduced 1950 figure.

One small but significant trend showed up among non-white females. This was in the professional and semi-professional categories where there was a 0.5 per cent non-white female employment in the Duplin labor force in 1940, followed by 0.7 per cent in 1950 and 1.2 per cent in 1960. A very small (0.1 per cent)entry was made by non-white females in the categories of clerical and sales.

In the period since the 1960 census, occupational opportunities have continued to develop in Duplin County in the non-agricultural sector. The North Carolina Directory of Manufacturing Firms lists fifty-six establishments in 1968 compared with forty-eight in 1963. Not confined to manufacturing establishments, the North Carolina Employment Security Commission listed for Duplin County a total of 180 covered employers in its industrial classification in 1960. This has increased to 224 covered employers in 1966. A comparison of those employers in the Employment Security Commission broad occupational groups shows 3,052 employees in those categories in 1960 compared with 4,300 in 1966.

In summary, this occupational data for Duplin County seems to support the following statements.

Between 1940 and 1966 the male participation of the employed Duplin labor force shows a percentage decline for white and non-white males. Full time job opportunities are being eliminated for males in the agricultural sector at the same time that others are being created by the expanding industrial sector of Duplin County. This compensation is not rapid or attractive enough to prevent a rapid out-migration of males from Duplin County.

Female participation in the Duplin employed labor force shows a rapid increase for white and non-white females. Opportunities for entering non-domestic occupations were greater for white than for non-white females. Employment opportunities in domestic service increased rapidly for non-white females during the period when employment opportunities in the non-agricultural sector increased rapidly for white females.

Females are becoming more competitive with males for available jobs in Duplin County and are showing a more rapid entry into non-agricultural occupations.

The demand for employees may be increased by the factor of increased employment opportunities within Duplin County and the high out-migration rate from that County. This could result in greater competition for resident employees or an increase in the non-resident persons who commute to jobs in Duplin. Because of the occupational changes, the 1970 census should show a larger proportion of the Duplin population classified as "rural non-farm" than in 1960.

CHAPTER II

RECRUITMENT AND CHARACTERISTICS OF PARTICIPANTS

A. RECRUITMENT

Recruitment has never been an easy process and when the timing is off it becomes even more difficult. Subsequent discussion will indicate that the timing was off but the discussion will also indicate that the recruitment process was more successful than anticipated. What was responsible for this unprecedented success in a rural eastern North Carolina County is a timely and well meaning question to which the writers will address themselves in Chapter IV.

Negotiations between James Sprunt Institute and the United States Office of Education for funding the Duplin Teacher Institute began later than the time recommended by the United States Office of Education deadline. Although local discussions between officials at James Sprunt Institute and Duplin County Public School Officials commenced in the fall and winter of 1967, tentative local approval for the idea took time. Therefore, the proposal to the United States Office of Education was not formally drafted by James Sprunt Institute, with technical assistance from the North Carolina Fund, until early in 1968. Routine review and adaptation to proposal guidelines necessitated other delays. Even with the good cooperation of the United States Office of Education, final written approval of the proposal did not reach James Sprunt Institute until after school closed in May, 1968.

The novelty of the proposal for Duplin County, together with an absence of program confirmation, resulted in no announcement being made to the teachers prior to school closing. The superintendent did announce the tentative plans to his principals but they were not in a position to recruit for a project which might not develop.

Duplin County schools closed approximately May 22, 1968 following the usual pattern of an early closing schedule designed to enable Duplin students and teachers to help with the harvesting of tobacco and vegetable crops. Final approval of the summer institute reached James Sprunt officials May 25, 1968. Many teachers already had confirmed plans for the summer or were committed to attend summer school for certificate renewal. Others had contracted to teach in summer school or planned to labor on family farms. Add to this the fact that the Duplin Teacher Institute was designed for voluntary participation by teachers to discuss a new and highly controversial subject that required three continuous weeks of full-time participation, and the problems of recruitment are placed in proper perspective.

The facts above indicate that school was out when Mr. Afred Wells, Director of the Duplin Teacher Institute, received approval to recruit participants. He then obtained a list of names and addresses of all 486 Duplin Public School teachers, principals and counselors from the Duplin County Public School Superintendent. These prospective participants were mailed a letter and application by Mr. Wells, inviting participation in the Duplin Teacher Institute. Because of the sensitive nature of the topic the letter did not specify that this was to be a teacher desegregation institute.

Teachers immediately began to call Mr. Wells for more information. During these telephone contacts Mr. Wells gave details stating that this was to be a voluntary teacher desegregation institute with a limited number of positions available. No white or Negro teacher was known to turn away because of the racial aspect. Approximately 50 per cent of all Duplin teachers responded and expressed an interest, but the limited number of positions restricted participation to 161. This was twenty-one more than provided for in the original proposal funded by the United States Office of Education. All of the recruitment took place in about one month and was accomplished between May 25, 1968 and late June. The first of the two sessions began on July 8, 1968 with applications for voluntary enrollment exceeding the 140 stipends budgeted for in the institute.

B. CHARACTERISTICS OF PARTICIPANTS

The past does not always influence the future and the present situation must always be examined within its own context. It was quite rational that the originators of this institute questioned the possibility of maintaining a racial balance in local Negro and Caucasian teacher participation. The voluntary nature of teacher involvement with only a daily stipend as a financial incentive generated concern that white teachers might find reasons not to participate, thus resulting in an all Negro teacher institute. This did not happen.

Applications were numerically balanced between Negro and white teachers. Selection of participants resulted in all the schools of

Duplin County having one or more representatives. An unexpected readiness for this institute was found among white and Negro teachers.

Table 1 indicates the sex and racial stratification of the participants for both sessions.

TABLE 1

Sex-Racial Stratification of Participants

	Male			Female		
	Negro	White	Total Male	Negro	White	Total Female
Session 1	9	4	13	21	34	55
Session 2	6	12	18	44*	31	75
Total	15	16	31	65	65	130

*Includes the four nurses.

Both sessions were heavily skewed in favor of female participation but the same may be true of the sex ratio of the total teacher population in the County. As indicated in the table, 130 females participated in the institute as compared to 31 males.

The participation by race is rather revealing and exceeded the expectations of the planners. Table 2 indicates the participation by race.

TABLE 2

Participation by Race and Session

	Negro	White	Total
Session 1	30	38	68
Session 2	50	43	93
Total	80	81	161

This table indicates that there were eighty Negroes and eighty-one Caucasians for a total of 161 participants. None expected that this many Caucasians would have voluntarily participated in a training institute designed to discuss the problem of school desegregation. It is evident that the Duplin County rural setting was not an inhibiting factor to participation.

It is interesting to note the spread in terms of teacher grade-levels that were represented at the institute. Table 3 indicates the grade level involvement.

TABLE 3

Grade Level Involvement

Sessions	Principals		Caucasian Teachers			Negro Teachers		
	Caucasians	Negro	1-6	7-9	10-12	1-6	7-9	10-12
First	2 Elem.	4 Elem.	19 F	12 F	3 F	16 F	4 F	1 F
		2 H. S.		2 M		1 M	2 M	
Second	1 Elem.	1 Elem.	17 F	11 F	2 F	28 F	10 F	1 F
		1 H. S.		10 M	2 M		5 M	
Total	3	8	36	35	7	45	21	2

Four of the participants were nurses, therefore this table treats 157 participants who were actually engaged in teaching. Eighty-one per cent of the 157 participants who attended the institute (36 Caucasians and 45 Negroes) were teaching in the elementary grades.

More principals were expected to participate in the institute but as it turned out eleven principals or 45 per cent of the twenty-four school principals in the County participated. Eight of these were Negroes, which included three high school principals. Three white elementary principals participated.

Examination of the overall characteristics of the participants reveals certain patterns which have relevance to their position in the County. Table 4 indicates some pertinent factors relating to Negro teachers attending both sessions.

TABLE 4

Average Years of Residence, Years Employed, Years Teaching Experience, Age and College Education of Negro Participants

	No. Participants	Average Years in County	Average Years Employed	Average Years Teaching Experience	Average Age of Participants	Average Years of College Education
First Session	30	30.96	17.28	18.14	32.89	4.10
Second Session	50	30.30	15.30	13.88	31.80	4.30

The data seem to indicate that Negro teachers are by no means transitory nor nomadic. Generally, Negro teachers attending the institute have lived in the County for over thirty years and have been employed in the County for over sixteen years. Those who attended the institute are in fact a part of a system that is changing. They are sufficiently educated with an average of over four years of college. It is significant to note that the group is young enough (average 31.8) to know that time is in their favor in terms of assisting in the solution of the problems associated with school desegregation. Similar patterns like those found among Negro participants have emerged among Caucasian participants as revealed in Table 5.

TABLE 5

Average Years of Residence, Years Employed, Years Teaching Experience, Age and College Education of Caucasian Participants

	No. Participants	Average Years in County	Average Years Employed	Average Years Teaching Experience	Average Age of Participants	Average Years of College Education
First Session	38	29.2	16.7	20.0	47.0	4.20
Second Session	43	25.5	11.6	13.5	37.3	4.24

One may validly infer in this case, as it was with the Negro teachers who participated in the institute, that white teachers who participated in the institute are neither transitory nor nomadic. They have an average of thirteen to twenty years teaching experience and average thirty-seven to forty-seven years of age. These teachers and principals have an average of over four years of college education.

CHAPTER III

PROGRAM STRUCTURE AND CONTENT

The overall program plan was designed to move from the safe concept areas to the more sensitive concept areas and in so doing, every genuine effort was made to present a factual body of information at a time when this might be unpopular with either or both groups. The entire program was designed to activate the thinking of both Negro and white public school teachers.

Outside consultants from both races were used as consultant team leaders throughout both three-weeks sessions and a similar racial mixture was used for local consultants as well. Therefore, the program at the very beginning presented a professional staff in action.

Content of the Duplin Teacher Desegregation Institute program plan consisted of three parts with the allocation of one week for programming each part. Each of the three weekly units presented a different team of consultants who treated a separate but interrelated component of the total plan.

Program elements were sequentially related consisting of major topics as follows:

First Week: School-Community Relationships
Second Week: Teacher-Student Relationships
Third Week: Adult-to-Adult Relationships

Two separate institute sessions were organized with each running for a period of three weeks. Approximately seventy teachers were served in the first session and ninety in the second. The second session followed immediately upon completion of the first. In every case, consultant teams began their component on Monday and finished on Friday.

First Week Program

TOPIC: SCHOOL-COMMUNITY RELATIONSHIPS

Focus for this week was on creating an understanding of Duplin County, North Carolina characteristics accompanied by an inspection of Duplin communities and neighborhoods. Examination of the County's economy, geography, ethnic patterns, ecology, and present and past characteristic pattern was approached through a detailed factual community analysis. This approach provided participating teachers an opportunity to obtain a detached view of the neighborhood to which they were closely related and in which many had worked for years.

This general overview of the community in comparing trends of the economy, growth and mobility characteristics of the population served as a conceptual framework within which to broaden the vista of teacher professionals whose concept of local society and education had been limited to two separate school systems, two separate cultures and one or more grade or subject areas.

Educational attainment of the adult population, by race, was a component of the community analysis. Contrasts of educational attainment and per capita income were made between those persons who were residents of the County with those in the State. Similar analysis of educational attainment by members of the white and Negro residents as found in the U. S. Census data was presented.

Second Week Program

TEACHER-STUDENT RELATIONSHIPS

The master plan for this desegregation institute was designed to have teachers explore general community characteristics the first week followed by a more specific approach the second week and a very specific discussion of existing or potential problems the final week.

During the second week, the professional leadership team was predominantly Negro. This was designed as a new experience for the local group. Negro participants could identify more easily and Caucasian participants were able to see the professionalism among a racial group from which they had been separated by tradition. The team leader secured the services of Negro professionals from the North Carolina Department of Public Instruction and with others of his choosing. The program purpose was to lead discussions relating to problems of desegregation from the Negro child's point-of-view. Actual rather than theoretical problem analysis was the intent of the plan in dealing with the problems and issues.

Candid and honest exchanges were beginning to develop in depth during this second week. The professional leaders observed the healthy exchange of ideas, opinions and views across racial lines which confirmed attainment of one objective for the week. For example, the workshops on teacher/pupil relationships in a desegregated school were couched in a philosophical framework that is derived from the perceptual theory behavior. More directly, the source of the framework is a report of a special committee of the Southern Education Foundation, The Spirals of Change: A Conceptual Framework for Regional Action. The report presents a comprehensive theory of personal and social change. A few excerpts from this report may help the reader who is unfamiliar with its point of view to gain some understanding for the basis of the methods used in conducting these workshops.

The basic assumption of the theory is that from behavior grows perception. That is ". . . behavior is a function or expression of perception. What a person does is consistent with the world as he sees it. How he sees it is dependent upon his past experience, his beliefs about the world around him, his attitudes, his beliefs about himself and other people, his notions about his worth as a person, and the worth of other people, and his assumptions about the nature of people and change. All of these result from a person's interpretation of his experience and what he does is consistent with these perceptions."

Further, the theory makes the assumption that ". . . behavior is purposeful and not accidental, random, or exclusively externally motivated," that ". . . people cause change," and that ". . . the starting point in changing behavior and initiating change is the individual. If he can see things in a new way, he may begin to behave differently."

According to this point of view ". . . the primary force in man's behavior is the drive to maximally utilize his potentialities"; therefore, personal and social change is evaluated in the terms of the extent to which it makes for maximum utilization of the potential of the individual and the group.

Hence, the teacher whose behavior is compatible with this point of view may be characterized as follows: He helps the members of his class feel accepted and prevents rapid rejection of a group member when his behavior is not in agreement with the expectations of other group members. By accepting the worth of each child in a classroom he makes it possible for the pupil's peers to see each contribution for its worth for aiding or hindering the class in its endeavors. Whether or not the group accepts or rejects the contribution is not his purpose, but his purpose is to aid in the acceptance of a person so that his contribution can be considered on the basis of its merit as judged by the members of the class and their purpose. The teacher does this by his own obvious acceptance of the worth of the individual.

Third Week Program

Adult-to-Adult Relationships

The team which conducted the final week in each institute session assumed responsibility for treating the assigned area of discussion, doing a summary, collecting participant feedback and allowing time for the evaluation at the end of the institute.

The objective of the third and final week was to focus on the key area of teacher-to-teacher and teacher-to-adult relationships. This was done through the use of:

a. A brief history of the slavery movement.

b. A review of how separate school systems grew from a court decision in 1895, subsequently reversed in 1954 and 1955.

c. The specific educational and economic problems created for the minority group members by the separate society.

d. The kinds of problems which may arise among professional teachers working together for the first time.

e. The nature of support that professional persons of the opposite race may provide for the other when problems are created by students or adults in the community.

f. The relationship of local issues, community forces and problems to the role of the teacher in a desegregated school system.

Individual teacher study for the week centered on elements from the bibliography contained in this report.

Several films were used to focus on problems created for adults by lack of educational or economic opportunity. These film titles and purposes are specified below.

Film: "Questions" (Produced by The North Carolina Fund)

Problems common to all teachers are the problems of the white and non-white poor. This film was made in an adjoining county and illustrates the absence of opportunity for some members of eastern North Carolina's adult population and their families.

Film: "No Handouts for Mrs. Hedgepeth"
(Produced by The North Carolina Fund)

This is used to demonstrate the contrast in opportunity and life styles between a North Carolina white and Negro woman born in the same year. Both are persons who are industrious, intelligent and have families but the advantages of the white woman who has had open educational and economic opportunities are shown in contrast to the Negro woman. This is also used to illustrate what happens when adults move from the rural to urban areas without the educational advantage of a single school system or without the freedom of open employment.

Film: "Nothing But A Man" (Commercial film
adapted for instructional use, Brandon
Films, Inc., N.Y.C.)

From the commercial film produced several years ago, this instructional version illustrates what may happen to adults who have opportunity compared with those who do not. Appropriate to this teacher institute is the character played by the leading actress who is a Negro teacher in a southern state. It also demonstrates the frustrations of her husband whose opportunity for employment is restricted because of his color and determination to be his own man. The internal system of local control which operated through the economic and educational system is clearly illustrated as is the existence of comparatively more opportunity for the Negro female professional in a southern setting than for the Negro male.

Program Techniques

In order to achieve a more personal focus, questions for each of the five days were prepared for use in the small discussion groups.

These questions served two purposes. They provided a common structure for the three groups as a daily point of departure for discussions and served as a general guide for the week. Some of the questions originated among teachers from within the school unit and were prepared in advance of the week in which they were to be used.

All of the four leaders for this week were residents of eastern North Carolina. One Negro and one white were employed as teachers from within the school unit, another was from an adjoining county and the team leader was from approximately 100 miles away. One out-of-state Negro consultant was utilized to explore teacher position. This gave emphasis to the position taken that the problem of desegregation as a local problem must be solved by local people.

During the week, the training program format consisted of a three hour morning session where all the participants met for group instruction. Each day's general presentation was oriented to some phase of adult relationship and centered on the role of the teacher in the community during desegregation. Fears and apprehensions of the white and Negro teachers were explored and questions were raised about how members of the two racially separate professional groups could support each other in a desegregated school setting.

When the topic for the day seemed adequately covered, the large group of seventy to ninety would take a coffee break and reconvene into small groups of twenty to thirty which was led by one of the three local teacher consultants employed for that purpose. These small groups also met after lunch between 1:00 p.m. and 3:00 p.m.

When the third week session began the small group leaders asked each small group to elect one white and one Negro teacher from among those in the small group. These representatives of the group served as discussion leaders when the small group divided into mini-groups of seven to ten. They also met with the consultant team as required during lunch or after 3:00 p.m. to provide a daily, continuous discussion of the day's proceedings.

Social distances between white and Negro in this community included the practices of not eating and socializing together. An essential part of this training program was the coffee break and the several meals that leaders of the session ate together. The coffee breaks were in the James Sprunt Institute snack bar. Participants in the institute who were not in the consultant or leadership group met informally for lunch in small groups usually along race lines but sometimes in racially mixed groups. The ease with which professionals may work across racial lines was demonstrated by the group leaders. It was executed quite naturally and seemed to have a good influence.

The twenty-five questions (five per day) that were used to loosely structure discussion in small groups were coordinated with the large group presentation. No identity by name was allowed on any of these question sheets but other data and written answers were given. This means that about 4,000 individual responses to questions are available from the 161 participants. Additionally, a feedback questionnaire was used to elicit participant responses.

Copies of these two instruments are attached to this report and the results of those participant responses served as a basis for the following chapter. (See Appendix I and II.)

In summary, it can be stated that the planning, technique, candid content and approach to the problems of desegregation stimulated thinking among participants that had never taken place before. Polite avoidance of the problems was not a practice by participants during the last sessions of the institute. Extremely good dialogue across racial lines took place resulting in valuable learning for both Negro and white participants.

The institute can be described as successful, however, the real test of its value will be in the coming year when desegregation becomes more factual than theoretical. A post-institute follow-up is planned for participating teachers several months after the 1968-69 school year has been in session. If a follow-through plan should be funded for the regular school year, it would give sustained support for participants who would like to continue the dialogue.

Invitations were extended to the new superintendent and the assistant superintendent to participate in the institute. The superintendents attended when possible and spoke to the group on one occasion. Other members of the superintendent's staff attended intermittently, The director of nurses and three other nurses were in regular attendance during the last session. This group participated freely and was present enough to gain a comprehensive view of the institute for personal or reporting purposes.

One participant may have summed up the impact of the institute by saying, "People have spoken things we did not know existed in their minds. Some of those things are important for all of us to know." One white teacher put it this way, "Let's get desegregation behind us so we can get back to teaching children."

CHAPTER IV

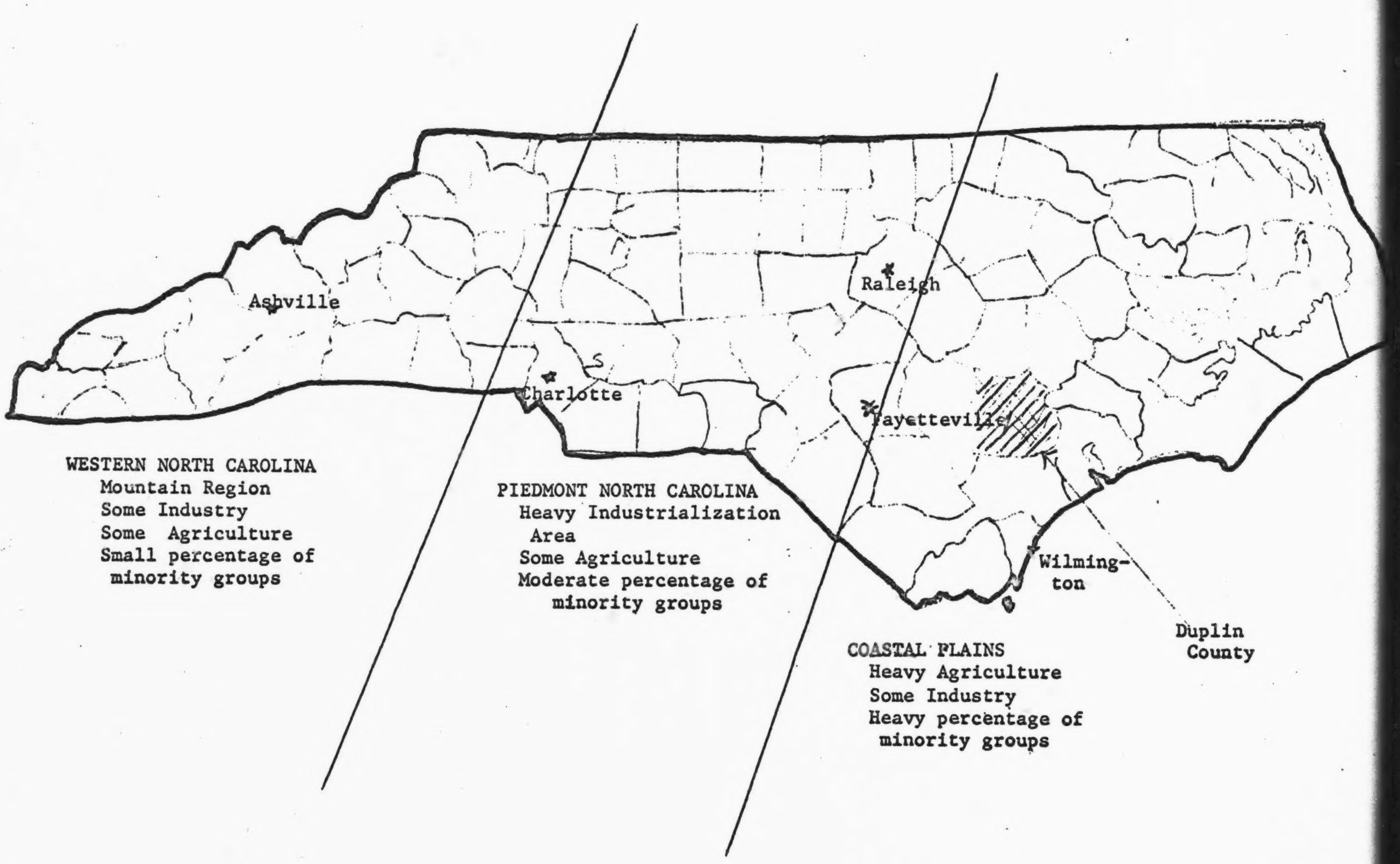
PARTICIPANTS' REACTIONS DURING INSTITUTE SESSIONS

The geographical location of Duplin County (eastern North Carolina) coupled with 38 per cent Negro population caused those who were developing the program to wonder just what the reactions of the participants would be in an integrated institute.

It should be noted here that Duplin County is in a predominately agricultural area which has little industry and a large Negro population. The illustration on the following page will indicate the section and characteristics of Duplin County in relation to the State.

The teachers are the community leaders and how they think and how they would like to act in terms of teaching in a desegregated school and Negro-white working relationships are the dominant factors in a desegregated institute of the type held in Duplin County. The following pages in this chapter will reveal some of the teachers' reactions while the institute was in session.

Five sets of "think questions" were administered to the participants in both sessions. The general reaction of the white teachers will be discussed first, and then the general reactions of the Negro teachers. Copies of these think questions appear in Appendix I but they are also listed here to facilitate clarity of presentation. No one was requested to identify him or herself by name, but each person was requested to identify his race, among other things.


Ashville
Charlotte
Raleigh
Fayetteville
Wilmington
Duplin County
WESTERN NORTH CAROLINA
Mountain Region
Some Industry
Some Agriculture
Small percentage of minority groups
PIEDMONT NORTH CAROLINA
Heavy Industrialization Area
Some Agriculture
Moderate percentage of minority groups
COASTAL PLAINS
Heavy Agriculture
Some Industry
Heavy percentage of minority groups

I. Think Questions (First set of five)

(1) Before this summer, did you have the opportunity to participate in any of the following adult-to-adult relationships?

___ Yes ___ No (a) Meet in your school administrative unit in racially mixed professional meetings.

___ Yes ___ No (b) Meet in racially mixed groups for professional dinner meetings.

___ Yes ___ No (c) Meet in the home in this County of another professional person of a different race for a professional meeting.

___ Yes ___ No (d) Meet in the home in this County of another professional person of a different race for a dinner committee meeting.

To this question, the white participants generally answered no to every section and the identical pattern holds true for the Negro participants. It was brought out in the discussion that white and Negro teachers live around the block from each other and neither of them knew each other.

___ Yes ___ No (2) Are there restaurants, other public accommodations or institutions in this County operated by persons of an opposite race where you feel at ease?

The answers here were unanimously negative by both white and Negro teachers.

___ Yes ___ No (3) Do you feel it's a restriction of your freedom when you or members of your family, because of custom, may not choose with whom you will associate or where you may be accommodated?

To this question, the white teachers answered no while all the Negro teachers answered yes. Interpretation of freedom in this context has two different meanings to the two ethnic groups. They indicate that adjustments take a long time and will be more difficult if institutes are discontinued in the rural South.

___ Yes ___ No (4) Do you have any basic fears against teaching in a school of predominantly opposite race? If yes, please list them.

Caucasian and Negro teachers alike had basic fears and these fears were quite similar. In general, the Caucasian teachers indicated that they were concerned as to how well they would be accepted by the Negro staff. They indicated that they may have disciplinary problems among Negro children that they would not know how to handle. The Negro teachers' concern was that of being accepted by the white school staff and personnel. They were not concerned, or at least did not mention, that disciplinary problems among white children were any different from disciplinary problems among Negro children.

(5) What must both the Negro and white teachers in this County learn about basic cultural development and attitudes in their opposite races?

In general, the Caucasian teachers indicated that they need to learn as much as possible about the Negro culture. The Negro teachers indicated that both races have much in common but more needs to be understood about the cultural development of both races.

The second set of think questions became progressively more specific and this pattern continues through the fifth set of questions.

II. Think Questions

(1) What are your basic apprehensions about working in a desegregated school setting?

Caucasian teachers indicate that they are not familiar with the students' background. They may have disciplinary problems and that Negro children have different levels of learning readiness. The Negro teachers were most concerned about how well they would be accepted by the white staff members and the attitudes of white parents whose children they would be teaching.

(2) What do you consider the basic apprehensions among professional people of the opposite race toward school desegregation?

To this question, the Caucasian teachers had one answer--acceptance. On the other hand, the Negro teachers feared loss of job, intimidation by the community, and acceptance of the opposite race.

(3) How do you determine whether a teacher or administrator of the opposite race shows prejudice toward you?

Caucasian and Negro teachers alike said by their attitudes and actions.

(4) Why do you think the people (majority) of your County are more favorably inclined to accept desegregation of white schools more readily than to accept desegregation of Negro schools?

The Caucasian teachers indicated that it is due to the failure to accept the Negro as equal, public opinion, and traditional practices. The Negro teachers indicated that this situation is due to traditional prejudices, feeling that the white school is better equipped and that the staff is better trained.

(5) Based on your experiences and understanding, express what you believe about the traditionally separate public school system. (If you believe a statement check "yes"; if not, check "no".)

___ Yes ___ No (a) Financial investment in local Negro schools has always been equal to those of local white schools.

___ Yes ___ No (b) White and Negro schools have been, and are now equal in all respects.

___ Yes ___ No (c) A majority of Negro teachers are less well educated than a majority of the whites.

___ Yes ___ No (d) A student graduating from a Negro school has equal employment or college entrance opportunity with that of a white graduate from a white school.

___ Yes ___ No (e) The financial input for Negro education (grade 1 through college) has been equal to that of the whites and the resulting educational products have been about the same.

___ Yes ___ No (f) Some Negro teachers are better educated than some white teachers.

___ Yes ___ No (g) Negro teachers, as a group, take a more professional attitude toward teaching than do white teachers as a group.

To the first four sections (a-d) of question five, Caucasians and Negro teachers answered no. Caucasians unanimously agreed that a majority of Negro teachers are less well educated than are Caucasian teachers even though they agreed that some Negro teachers are better educated than some white teachers. The Negroes disagreed that the majority of Negro teachers are less well educated than are their white counterparts and they unanimously agreed, as did their Caucasian counterparts, that some Negro teachers are better educated than some white teachers.

Section g of question five brought out different answers from both groups. The Caucasian teachers disagreed that Negro teachers as a group took a more professional attitude toward teaching than did white teachers. On the other hand, the Negro teachers agreed that Negro teachers did take a more professional attitude toward teaching than did their white counterparts.

III. Think Questions

> (1) What apprehensions, fears or concerns would you have about your child being taught by a teacher of the opposite race?

In all but a few cases, the Caucasian teachers said none. In a very few cases, they indicated the language barrier and the teacher's ability as a problem. The Negro teachers had fears of the child being accepted and the ability of the teacher. This indicates that the white teachers had no fears of the child being accepted by the Negro teacher, but the Negro teachers fear acceptance of their children among white teachers.

> (2) What reservations or fears would a majority of your friends and neighbors have about their children being taught by a teacher of the opposite race?

Their friends (Caucasians) would be concerned about the teachers' ability and fear that the child would not learn. The Negro teachers said that their friends would fear partiality of white teachers to white children.

> (3) In what areas do you think that a counselor of a different race could best advise your child?

Caucasian teachers feel that their children could best be counseled by a Negro counselor in the area of customs, attitudes, and nature of the Negro race. Negro teachers feel that the Caucasian counselor could best counsel their children in the area of job training, how to get along with others, and in the selection of academic courses.

> (4) In what areas do you think a counselor of a different race could least effectively advise your child?

The Caucasian teachers said in the area of religion and patterns of behavior of the child's own race. The Negro teachers said in the areas of social attitudes and college selection.

> (5) Male-female relationships among professional people sometimes lead to friendships and strong personal relations. Sometimes they also lead to dislikes, hate or incompatibility. Please respond to these questions or statements.
>
> (a) Would you feel more at ease working with a teacher of a different race and same sex or would you feel more at ease with a teacher of a different race and opposite sex?
>
> (b) Respond to the same question in the relationship between a parent and the teacher.
>
> (c) What neighborhood reactions or pressure would you anticipate if you were assigned to work in a team teaching situation with a teacher of opposite race.

In answering section (a) and (b), all the Caucasians indicated that they would feel comfortable working with a different race but the same sex. In answering section (c) the Caucasian teachers were uninhibited.

In answering section (a) about half the Negro teachers would prefer to work with a different race but same sex and to the other half it did not matter. In answering section (b) all the Negro teachers would prefer to deal with parents of different race but same sex. Negro teachers said they would have no neighborhood reactions or pressures if they were assigned to work in a team teaching situation with white teachers.

IV. Think Questions

(1) What do you think the implications and/or reactions may be in this community for each of the following situations?

(a) Negro students attending predominantly white schools.

(b) White students attending predominantly Negro schools.

(c) White teachers teaching in predominantly Negro schools.

(d) Negro teachers teaching in predominantly white schools.

The Caucasian teachers indicated that there would be some protesting on the part of white parents to both (a) and (b) above. Even in the light of this, the white teachers felt that there would be gradual acceptance. In answering sections (c) and (d) the white teachers feel that there would be very little reaction and there would be gradual acceptance of Negro teachers teaching in white schools and vice versa.

The Negro teachers were less optimistic. In answering all four sections of the question, the Negro teachers implied that they would be subjected to pressures.

(2) What part can the teacher play in making the single school system acceptable to the community?

Caucasian teachers were not emphatic in answering this question. In essence, they said: We can help set the tone and in so doing we should show no prejudice. Negro teachers on the other hand were elusive. In essence, they said: We should do this through better communications and maybe that's the best we can try for at this point and time in Duplin County.

(3) Considering that community pressures from within the race will be exerted on each teacher sincerely trying to make desegregation work, what do you think the pressures will be on a fellow teacher from a different race by persons from within his (her) ethnic group?

The white teachers indicated that they would be subjected to name calling, harassment, and would lose some friends in the community. The Negro teachers say they, too, would be subjected to name calling and lovers of the opposite race.

(4) Social distances exist within each ethnic group and between two different ethnic groups. List in order from greatest to least the social distances you believe to exist among groups of different races in your County.

Caucasian teachers indicated marriage, open housing and social activities while Negro teachers listed church, civic groups, clubs and recreational groups, beauty salons and home visitations.

V. Think Questions

(1) What is your reaction to this statement? We have no control over the race prejudice passed on to us when we were children but we can filter out that prejudice so that it does not pass into our children.

γ

Approximately 100 per cent of the Caucasian teachers agreed and 100 per cent of the Negro teachers agreed.

(2) Give your reaction to or complete the following in a word or a few words based on your experience.

(a) Customarily, you do not shake hands with ___.

(b) Customarily, you do not invite into your home persons of ___.

(c) You always respond with "yes, sir" to ___ but seldom is the same expression used to ___.

(d) I (could, could not) invite a fellow teacher of the same sex but different race to my civic group, church, barber, home, swimming, party, club. (Put one line under those things you could and might do if you wanted to; and two lines under those you could not do if you wanted to.)

Section (a) of the question, Caucasian teachers answered "Negro and women"; section (b) Negro race; and section (c) white race, older people; Negroes. To section (d) Caucasian teachers say that they could invite a fellow teacher of the same sex but different race into their civic group, church or home if they wanted to but they could not invite a fellow teacher of the same sex and different race into their barber shops, swimming pools, parties, and clubs even if they wanted to.

To these same questions, the Negro teachers responded to section (a) opposite sex, section (b) opposite race, and to section (c) older persons and younger persons.

(3) Respond to these statements:

(a) Prejudice does exist in this County based on tradition in the dimensions of race, economics and a combination of the two.

(b) Good relationships do exist in this County among persons of different racial and economic groups as evidenced by _____.

To section (a) of the question, Caucasians and Negroes agreed. To section (b) Caucasians say Headstart and this workshop, and the Negro teachers say this workshop. The Caucasian teachers mentioned Headstart but the Negro teachers did not.

(4) I am assigned to teach in an integrated situation next year. I expect my greatest problem to be:

For the Caucasian teachers their greatest problems would be loneliness, adjustment, and parental attitudes; and for the Negro teachers their greatest problems would be discipline.

(5) In my opinion, the greatest block to:

(a) A single school system is ___.

(b) I believe it will take about ___ years to achieve desegregation in this county.

To section (a) of this question the Caucasian teachers answered prejudice and public opinion; while the Negroes indicated that it is due to unchanging attitudes. In answering section (b), Caucasian teachers responded that it would take an estimated ten years to achieve desegregation in Duplin, while the Negro teachers say it will take an estimated five years.

These twenty-five "think" questions were strategically programmed after a specific presentation. They created a base for discussion after they were analyzed and even though these discussions led to prolonged debate, nothing was left unexplored. A concensus was usually arrived at by the group.

In addition to these questions, the group was asked to respond to a questionnaire appearing in Appendix II. This questionnaire was administered on the last day and was designed to get the participants' overall judgment of the institute.

While all the responses to the questions will not be discussed, it may serve well to discuss a few selected responses to specific questions.

> During the three weeks, do you feel that you have changed in your understanding of the race culture different from your own?

All Caucasian and Negro teachers answered yes to this question and both groups elaborated similarly to the effect that more understanding of the opposite race was gained. The white teachers expressed appreciation of the Negro teachers' ability. The Negro teachers expressed the realization that people are basically the same. Both groups indicated that they share the same fears to a great extent.

> Do you feel that you will be a more effective educator in an integrated school situation because you have attended the institute? Elaborate (if you desire).

All participants, with the exception of three white teachers, said yes and none elaborated. The Negro teachers were unanimous and elaborated to the effect that they would aid in alleviating prejudices.

Although three Caucasian teachers said that the institute has not helped them to become a more effective teacher in an integrated school, their contribution in an integrated classroom could be very significant.

> What have you learned concerning methods or approaches to solutions of race problems which you did not know before?

Most of the Caucasian teachers indicated that they learned more methods of communicating with the opposite race. Many related that they learned how to correctly pronounce the word "Negro."

The Negro teachers indicated that they have accepted the following ideas as approaches to solutions to race problems: (1) That parents and teachers form a committee to air grievances. (2) That they would learn more about the student's background. (3) They would deal with problems as they arise. (4) They would not force interracial participation in laboratories and groups.

Both groups responded very positively to the question and if these teachers are teaching in an integrated situation it indicates that they are equipped with some of the tools to work effectively in such a situation.

> What have you learned which may be useful in breaking down barriers to communication which may arise among biracial groups of school personnel, students, or parents?

With a few exceptions, the Caucasian teachers said that more biracial meetings would help. These same teachers indicated that teachers and principals should take the lead in initiating these biracial meetings.

Without exception, the Negro teachers felt that more biracial seminars would help and that such seminars should include school officials and parents. The Negro teachers indicated that they would also like to see the re-establishment of the Parent Teacher's Association on an integrated basis and that this organization (PTA) could help in the solution of local problems associated with school desegregation.

> Do you feel that Duplin classroom teachers as a professional group show readiness to accept school desegregation?

All except six Caucasian teachers answered yes. Of the six failing to give a yes answer, five said possibly and one said no to the question. On the other hand, all but three Negro teachers said yes. The Negro teachers who failed to agree that Duplin teachers show readiness to accept desegregation did not elaborate.

> Do you feel that any lasting professional interracial friendships have developed during this workshop?

Three Caucasian teachers answered no and two Negro teachers answered no.

In general, the teachers' reactions are summed up in a Resolution of Appreciation which appears in the Appendices. It might be well, however, to quote one statement from that resolution:

> We have found the course to be not only timely and informative, but also one which has been of immeasurable value in its scope and consequence.

This remark and others made by the teachers themselves, left the institute confident that they could face the school year without fear of being able to cope realistically with the problems of the newly desegregated public schools in Duplin County.

CHAPTER V

TEACHER INSTITUTE FOLLOW-UP

The two three-week seminars conducted in Duplin County during the months of July and August 1968 were to be followed by a review several months after school had been in operation. Consistent with this plan, a review session was conducted on December 2 and 3, 1968. All of the summer institute enrollees (teachers, principals, and nurses) were invited to return and participate in a follow-up seminar. This seminar was designed (1) to elicit teacher comments on the usefulness of the summer institute, (2) to collect data on the evidences of teacher attitude change, and (3) to solicit comments from the participants as they evaluated the usefulness and applicability of the summer desegregation institute experiences.

The following is discussed in order that the reader may better understand the intent of this chapter, especially as related to the answers in the questionnaire.

Success or failure in school desegregation in the past in some schools may have been based on quantitative measures without appropriate attention to the qualitative measures. It is a view of the writers that the term desegregation is a quantitative measure of moving from two school systems to a single school system with one standard.

Integration, on the other hand, is a term related to a qualitative measure of the process which follows desegregation. The measure of integration is based on the understanding of the pupil by a teacher when these two are of a different race. Harmony in the relationships between and among teachers and pupils may be measured through the degree of compatibility achieved by students, faculty and community. Concurrently with desegregation there may be accompanying conditions which lead to integration or to discord as the persons involved in the desegregated situation either accept the change with a determination to resist each other or with an attitude of cooperation which may ultimately result in an integrated situation.

Integration is a higher type achievement based on quality of understanding with common educational purposes implicit in this change process. Harmony in acceptance based on mutual understanding is a measure of quality resulting in an environment of learning in which the child is the benefactor.

The following introduces some views of Negro and white teachers who participated in the summer desegregation institute. Based on the definitions above, the reader may determine the extent to which the essential prerequisite for desegregation and subsequent integration have begun in Duplin County. For example, one white teacher said: "I am working in a desegregated school situation for the first time this year. About 40 per cent of my pupils are Negro. If I had not had the advantage of the summer desegregation institute, I would have unconsciously and unintentionally made many mistakes with Negro students. I would not have been sensitive to or aware of many factors which mean a lot to Negro children. One other benefit from the summer institute is that I have felt free to go to two Negro teachers whose acquaintance I made in the summer institute and who were subsequently assigned to my school this year to ask their advice about little problems which came up and for which I did not have an answer."

The follow-up questionnaire was structured to allow a teacher a "yes" or "no" response and to invite teacher comments. Names were not required.

Follow-Up Questionnaire

Question No. 1

Do you believe the 1968 James Sprunt Teacher Institute helped school desegregation to proceed more smoothly than it would have without that experience? ___ Yes ___ No. Comment (optional).

In reply to this question, an overwhelming majority of the respondents indicated that the institute had been of value in helping to achieve this purpose. While no names of respondents were used on the questionnaires, certain other data was requested as seen on the questionnaire (Appendix IV).

Some of the respondents did not identify themselves by race and their responses are reported here.

Responses to Question No. 1 of Follow-Up Questionnaire

"Yes" Responses				"No" Responses			
White	Non-White	No Race Indicated	Total	White	Non-White	No Race Indicated	Total
63	53	13	129 @ 95%	2	3	2	7 @ 5%

Out of the 136 who responded to this question, 129, or about 95 per cent, believed the summer institute helped desegregation to proceed more smoothly in the 1968-69 school year than it would have without the experience.

Listed below are selected quotations from non-white and white teachers' statements that were voluntarily given in the "Comment (optional)" part of the question.

Non-White Teachers

"The Duplin Summer Institute enabled teachers of both races to meet on a professional, integrated basis. This did help to bring about a closer teacher-teacher relationship."

"It brought a better understanding between the two races."

"Much of the fear I felt was removed after attending the summer institute."

"Information gained concerning amount spent in white and non-white schools."

White Teachers

"I learned a great deal in relation to what I knew but a very small amount compared to what I have left to learn."

"I feel that the summer institute helped me a great deal to better understand the other race and I feel that as a result I can work more effectively with other teachers and pupils of another race."

"After having participated in discussions this past summer, I felt I knew what to look for and this made handling many touchy situations so much easier."

Non-White Teachers

"It gave all people attending direction and information to discuss the total problem and suggested ways in which the problem could be solved. It gave face-to-face contact with persons of both races."

"The 1968 James Sprunt Institute was very worthwhile. It provided motives and techniques involved in the school integration process."

"The summer institute has helped each individual to become acquainted with one another. Without this, members of both races would be total strangers to each other, not really knowing their fellow professionals."

"I think it brought about a better understanding of the problem and good will."

"Insight into both races was gained."

"I don't work in an integrated situation but from discussion with others who do, I think the summer institute helped."

"Expected problems which arose were accepted and worked out more easily and understandably."

"Even though a lot of problems that were anticipated have not occurred, from the summer seminar we would be aware of problems and procedure to proceed more smoothly if they should occur."

White Teachers

"Even though I have not taught in an integrated situation, several Negro aides have been assigned to work in our school. I am aware of a great spirit of cooperation between Negro and white teachers."

"It provided insights into problems that otherwise I would not be prepared to deal with."

"It made me more aware of the other race's feelings."

"I can now communicate with Negro parents better than I thought I could."

"I become more at ease talking with teachers of opposite race."

"A serious boycott might have been averted because of this seminar."

"Perhaps it prevented another Hyde County."

"Many of the problems discussed have helped to a great extent; for example, voluntary student seating has proved to be more effective than assigned seating."

"Summer institute discussions in small groups helped us to see individual and racial differences and needs."

"With knowledge of other teacher's attitudes and experiences comes understanding, this institute brought racial issues to light."

"The institute experience prepared teachers for some problems they would face as well as problems students might face."

Non-White Teachers

"I have changed my opinion of the opposite race."

"Caused a better understanding. I think more of these meetings should be held."

"It gave information concerning problems and how to handle them."

"Grand discussions were held."

White Teachers

"It helped me as a white teacher who had had no opportunity to learn about Negro youth or culture."

"I think another institute is needed for the summer of 1969 involving at least 160 different teachers. The same kind of faculty, the same kind of discussion and the same experience will be very valuable for this new group."

"We learned more about the preying fears and desires of the opposite race."

"The institute led in bringing teachers of both races together by helping them to learn how to cooperate and understand one another's problems."

"For those of us directly involved with integrated classrooms, this institute has been of great value. It provides some foundation for us to work upon and gave us a greater understanding of the task."

"There was a rise of feeling of mutual understanding and the exercise of professional ethics. There was the realization that 'we all' must make our school system work, as well as an attempt to work with what resources are available to do the best teaching job possible."

"Yes, definitely, the summer institute helped greatly. I think the attitude of many was a little different from what it was at the beginning."

"I had doubt in my mind, too, as to how many (Duplin teachers) would react toward an integrated workshop. Nine-tenths of the participants controlled themselves very well."

Non-White Teachers	White Teachers
	"For some it has brought many problems but which might be a healthy venture."
	"As a teacher (white) in a totally integrated classroom, I was able because of the institute to present myself as a friend and as an understanding person to the Negro students who transferred into our school. I was more aware of their possible fears of a new situation. I put forth every effort to know all of them by name by the third day of school."

It seems significant that the quotations above were voluntarily given on the follow-up questionnaire. The expectation was that 50 per cent rather than 95 per cent of the participating teachers might have responded giving positive approval to the 1968 Duplin Teacher Desegregation Institute. More particularly, it seems equally significant that the white teachers' positive comments show evidence of understanding the desegregation problems which they attribute to the summer institute.

Question No. 2

Do you think your behavior toward students or teachers of the opposite race was positively influenced by what you learned and experienced in the (1968 Duplin desegregation) institute? ___ Yes ___ No. Comment (optional).

Response to this question was as follows:

"Yes" Responses				"No" Responses			
White	Non-White	No Race Indicated	Total	White	Non-White	No Race Indicated	Total
60	46	12	118 @ 89%	5	8	2	15 @ 11%

One hundred and thirty-three summer institute participants responded to this question. Eighty-nine per cent thought that their attitude toward students or teachers of the opposite race was positively influenced by what was learned. Eleven per cent responded no to this question.

Voluntary comments of the non-white and white teachers to this question are as follows:

Non-White Teachers

"I think Duplin County has done a wonderful thing in this program because of the classes held (institute) this past summer."

"There is only one way to be and that is fair. The student is a student regardless of color."

"Persons of the opposite race were more willing to look at the situation objectively and by doing so I think they were able to put forth better effort to make it (desegregation) work."

White Teachers

"I achieved a better understanding."

"Definitely yes; I hope I have been able to influence others."

"I was made aware of prejudices."

"A better understanding was brought about during the summer institute."

"It aided acceptance on my part."

"I understand desegregation better."

"I think it helped some for me to get to know more about the Negro race and some of their feelings on race. I feel that now I understand them better."

"The institute helped us to understand some problems faced by the opposite race."

"I feel that I understand the problems of the opposite race better. I have more respect for them than I had previously."

"I have had no professional contact with teachers or students of the opposite race."

"As a result of the summer institute, I do have a better understanding of the Negro. Although I have mingled with and worked with them for years, there were many things I did not know existed."

"My trouble was not having prejudice. I merely was not aware of some of the customs or ideas inherent in the culture of the opposite race. I now understand their background and, therefore, hopefully understand the Negro much better now."

Non-White Teachers	White Teachers
	"My behavior toward students or teachers of the opposite race was not altogether positively influenced, only in the sense of becoming more aware of Negro culture and tradition."
	"I hope I was more understanding of the students."
	"Realizing that the Negro teacher might feel left out, I put forth every effort to make him feel welcome, as well as helping him with anything he did not know about. Since the two of us have all the eighth grade, it has been necessary for us to work together to maintain a pleasant and peaceful year."

The meaning and impact of these responses should not be lost. The amazing factor revealed in these responses and documented by other earlier teacher responses presented in Chapter IV is that there was an absence of knowledge by Negro and white teachers about each other.

Question No. 3

Thinking back to the summer institute, which topics or experiences have been most helpful this school year? (List one or more.) (List in order of importance to you.)

The comments and topics listed below serve as a cross index of teacher response on the follow-up questionnaire. No attempt was made here to correlate the topic of primary importance for one individual with that of another. The essence of teacher responses indicates that individual concerns and summer institute topics varied among individuals and bore little relationship to the racial group to which teachers belonged.

Non-White Teachers

Looking at the organization of the community.

Racial problems and what I can do to help.

Discussion of Negro history.

Student-student relation.

Social acceptance.

All were important to me.

Community and school relations.

School integration.

Learning things that are sensitive to the opposite race.

Myths held about certain ethnic groups.

Teaching experiences dealing with opposite race.

Population changes and trends.

Migration from Duplin County and why.

Those certain taboos, mores and folkways.

Community and the part it plays.

Understanding of opposite race better.

Understanding culturally deprived students.

Classroom acceptance.

Social acceptance.

Club organizations.

White Teachers

Conditions of the past (school).

Community Conditions.

Understanding the possible fear and hostilities of the students.

Knowing that most of the students wanted to be accepted.

Knowing some things that might be offensive to the Negroes.

Accept all students on their individual worth.

Consciousness of sensitive areas.

Curriculum similarities and differences.

Social structure of groups in different economic levels.

Underprivileged children.

Employment changes.

Understanding of our community.

Learning individual differences.

Disciplinary problems.

Discussion of middle class values.

Having opportunity to talk to Negro teachers about mutual problems.

Learning about attitudes of other teachers.

Learning what some of the ghetto language means.

Critical issues or problems in both races.

Non-White Teachers

What makes up a good community.

Different cultural backgrounds of each race.

Relationship of civic clubs with regard to race.

How to cope with name calling.

Leadership of Duplin County.

Resources of the community.

Organization of Duplin County.

Sensitiveness of various groups.

Discipline.

Principal-teacher relations.

Religion and its relation to the school.

Social aspect of the implications of school desegregation.

How teachers could more appropriately deal with classroom situations where both races were enrolled.

Becoming more familiar with various aspects of County.

Discussion of our community.

State school system.

Knowing how the Negroes felt toward white people.

Community, or improvement of.

White Teachers

Race relations.

Community survey.

Hearing problems discussed from a different point of view.

Teacher-teacher relations.

Becoming aware of certain cultural differences which helped me bridge the gap between my understanding and the real situation.

Terminology--what to use and what not to use.

How to discipline members of the opposite race.

To help members of the races be proud of themselves as individuals.

Anticipation of differences and likenesses.

Exchange of differences and attitudes.

Causes of strong feeling between the races.

Hearing views of Negroes expressed and being permitted to question, agree or disagree--this gave an insight to the problems and prejudices I did not have previously.

Discussion of heritage of the Negro race.

Lack of economic opportunity found in Duplin County and southeastern North Carolina.

Immigration problem in Duplin County.

Non-White Teachers	White Teachers
Contact with teachers of opposite race.	Fellowship experienced with other teachers of opposite race.
Lecture on what terms, etc., are distasteful to the opposite race.	

Question No. 4

Do you think that you could benefit from a teacher institute in the summer of 1969? ___ Yes ___ No. (If yes, what topics would you like to discuss?)

"Yes" Responses				"No" Responses			
White	Non-White	No Race Indicated	Total	White	Non-White	No Race Indicated	Total
63	55	14	132 @ 95%	4	2	1	7 @ 5%

Teacher suggested topics for the 95 per cent who feel the need of another desegregation summer institute in 1969 follows here. It should be added that teachers representing approximately one-third of these respondents were quite emphatic in stating that any new institute consisting of teachers who were involved and those who were not involved last summer should be structured so as to give those newly enrolled the same experience base gained by the participating group in the 1968 session. The consensus of that group recommended new (advanced) topics for those teachers who have had the experience of 1968. This group would move into problem solving areas dealing with topics of curriculum or conduct which seem important to the group. The topics recommended for a new seminar are as follows:

Non-White Teachers

Economic structure of Duplin County.

Culture of ethnic groups.

Where do we go from here in relation to school integration?

After discussion of problems, then what.

Principal-supervisor relations.

Principal-principal relations.

Non-white parent-teacher relations.

School desegregation and integration.

Curriculum study.

How to recognize potential dropouts and keep them from dropping out.

Discussion of NCTA merger on the local level and school plans for desegregation of the school.

White Teachers

How to deal with children and adults of the races.

Some measures that will concretely aid in the problems in the County.

Expansion of school organizations (PTA, etc.) so as to fully include all parents (interested parties).

More Negro history and culture.

The value of propaganda.

How to meet the individual needs of students with such totally different backgrounds.

Curriculum studies! How to teach in an integrated class to students of 1st grade to 10th grade levels of learning ability.

Reaching the retarded child.

Grouping of pupils in accord with their achievement levels.

Discipline problems.

Handling health problems.

Non-White Teachers

Cultural background of the Negro and Negro history.

How might the academic gap be bridged?

Curriculum with the slow learner.

Getting more individuals involved in problem.

Curriculum planning.

Extra-curricular part of these students who attend schools other than their own.

Social problems of the two races which might include proms, banquets, etc.

Rules of all schools.

Will we be totally integrated in 1970?

Youth in the community.

More on race relations.

Cultural aspects of various groups.

Bus transportation.

How to deal with children and adults of the races.

What specifically could be done to help white students more fully accept Negro students as equals.

History of Negro race taught along with white race.

How to bridge the gap between the levels of Negro and white children.

Curriculum.

White Teachers

School curriculum.

Social functions.

Ways of community improvement economically.

Race relations.

Improve curriculum.

Negro history.

Teacher-community relations.

Community development.

Racial problems and their solution.

Definite need for tremendous gap in ability and achievement of Negroes and white students to be discussed. The Negro teacher can't really grasp this vast span of difference until he has an opportunity to teach students of both systems.

I would like a program institute based on the emotional and environmental factors of underprivileged children.

Duplin County history.

Implementation of new programs and methods of teaching in the County.

How to cope with speech defects.

More about integration.

Best ways of working with children below grade level.

Motivation of students.

How to raise educational standards.

Both Negro and white teachers expressed a need for additional training in biracial groups. Topics of common concern to professional members of both racial groups constitute the problem base from which search for solutions may derive. Members of both teacher groups are concerned with the curriculum problems of Negro and white children, past differences in amounts of economic input into the racially separate systems and how best to bring members of formerly racially separated groups together without a serious degree of program disruption. Social functions, school student organizations, separate professional organizations, and community support groups such as the PTA constitute areas of teacher concern. Quite appropriately, these teachers believe that they must work together in order to attain solutions.

Question No. 5

Are you assigned to a desegregated school this year? ___ Yes ___ No. If yes, please check whether there is faculty desegregation or student body desegregation (or both).

"Yes" Responses				"No" Responses			
White	Non-White	No Race Indicated	Total	White	Non-White	No Race Indicated	Total
62	15	5	82 @ 60%	4	42	9	55 @ 40%

The responses to Question No. 5 seem to indicate that 60 per cent of the respondents are assigned to a desegregated school in the current (1968-69) school year. Forty per cent of those attending the 1968 Duplin desegregation institute are not assigned or working in a desegregated school situation. The majority of the white respondents are currently involved in a desegregated school. The reverse is true for Negro teachers since only fifteen Negro teacher respondents were in a desegregated school compared with forty-two Negro teachers who were not in a desegregated school.

Question No. 6

If you have been teaching in a desegregated school this year, list the kinds of problems you have encountered which you did not find in your previous (segregated) assignment.

Answers to this question indicate the critical zone in the desegregation process. Since, as indicated in comments on Question No. 5 (above), there were fewer Negro teachers involved in a desegregated school than white teachers, the number of comments are fewer from Negro teachers.

Non-White Teachers

"There are sudden outbursts in class. These are not very serious but often something will come across a student's mind and he will stop you to relate it to the class."

"Only the social problems are new."

"I am not always sure how to handle petty bickering among students in a desegregated classroom."

"Problems exist between students of both races including low reading levels and prejudice of children encouraged and supported by their parents."

White Teachers

"There is a problem of communication. I don't understand some of my students and they don't understand me."

"There are different concepts of honesty and different attitudes."

"There is a passive resentment on the part of the intellectually advanced students and some white parents. They do not act on this feeling but feel that integration has slowed the pace of learning."

"There is reluctance to sit together in the lunchroom. Some students have hesitated to do things as a group but as a whole there has been no great change."

"Students are so far behind in their work and have no interest in their work."

"There is little ambition and a tremendous amount of absenteeism."

Non-White Teachers	White Teachers
	"Some parents won't accept Negro teachers."
	"Group progress is slower than I have been accustomed to before but students are good natured."
	"There is difficulty in following directions."
	"I have no Negro students but have enjoyed pleasant relations with faculty."
	"There is a communications problem."
	"There is crowding in halls, classrooms and lunchrooms."
	"Teaching all pupils who have much difference in reading and language."
	"There are strained relations between the races and hatred to dislike for my race."
	"Underachievement is not indicated in cumulative records."
	"Opposite race not participating in school activities."
	"The lack of discipline is extreme in many cases."
	"The lack of morals is widespread."
	"There is hostility."
	"There is voluntary segregation among the students."
	"Some insolence from students of Negro race more so than white."
	"More absenteeism, more stealing."

The teachers indicated that they would like to have an opportunity to work on and develop solutions for the problems which they have described. Inherent in this desire for problem solving seminars seems to be an implication that the teaching-learning relationship requires mutual confidence and respect between the teacher and the student.

Question No. 7

If you are needed, would you be willing to serve as a small group discussion leader this summer? (the summer of 1969) ___ Yes ___ No.

"Yes" Responses				"No" Responses			
White	Non-White	No Race Indicated	Total	White	Non-White	No Race Indicated	Total
25	30	6	71 @ 66%	25	9	3	37 @ 34%

The extent to which participating teachers see themselves as small group leaders in future desegregation institutes is shown above. While 95 per cent of the respondents thought they could benefit from a teacher institute in the summer of 1969 (see Question No. 4), only 66 per cent would be willing to serve as small group discussion leaders (see Question No. 7 above). A larger proportion of Negro teacher respondents to this question said they would be willing to serve as discussion leaders. This indicates that the same teachers who feel a need for additional training in a professionally desegregated setting do not see themsleves in a leadership role for others who may not have had the experiences which these teachers had in the summer of 1968.

Teachers who participated in the 1968 Duplin Desegregation Institute seem to credit that experience with the fact that desegregation in Duplin Public Schools has proceeded rather smoothly this year. White teachers and Negro teachers were surprised to learn how little real professional knowledge each had of the other.

Misconceptions which could have slowed the Duplin County Board of Education's desegregation effort were corrected as teachers of the Negro and white group worked together in the summer of 1968. The special training of the summer institute helped to bridge the gap between Negro and white teachers. Dissipation of tensions which accompany desegregation was possible in part because of the emerging trust among professionals of different races which had its origin in the Duplin Teacher Institute during the summer of 1968.

Many problems on which biracial committees of teachers should be working were specified by the teachers. Teachers indicated a need for two types of training in the summer of 1969. This includes another (similar) institute for those teachers who were not involved in 1968, but, in addition, there needs to be a curriculum-child centered focus on which biracial professionals who did participate in 1968 could be working.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

> No natural boundary seems to be set by the efforts of man; and in his eyes what is not yet done is only what he has not yet attempted to do. . .
>
> De Tocqueville

From the birth of the idea of having a desegregated teacher institute in Duplin County, North Carolina, up to the time of its accomplishment, the originators sought to be objective. The concept of grass roots, community level action has been frequently discussed, but few genuine demonstrations of this concept were available. The Duplin Public School Desegregation Institute for teachers is an applied example of this concept and for that reason this report has been presented in some detail. This institute for public school teachers has been unique in several ways. Initial interest and the idea came from the local level. The racial problems of local people were not taken away to a distant college or university for a solution. Neither were these problems filtered through the media of distance. Local people were involved in candid discussion of local problems in a local setting. The U. S. Office of Education had not previously funded a project of this type through a technical institute, so in this respect the project was unique.

Participation by teachers from the racially segregated school systems was on a paired basis. Eighty Negro and eighty-one white principals and teachers voluntarily participated. A survey conducted among the teachers attending this institute revealed that 90 per cent of them, both Negro and white, would have found it impossible to attend if it had been conducted on a college campus away from the area. Conducting the training program for public school teachers in this 99 per cent rural County presented a problem of selecting an appropriate location. The solution was the use of a unit of the Department of Community Colleges of North Carolina as the site for this program. The James Sprunt Institute had previously conducted desegregated classes for public school teachers, therefore, it was felt that this was the logical site for this project.

It is evident from the experience of this institute that it is desirable to have a desegregation institute within the geographic area in which the institute is designed to serve. The location for solving problems of school desegregation is at the local level where the problem is and not in an academic environment removed from the place of teacher employment.

Several assumptions were made based on reports from desegregation experiences in other areas.

It was assumed that this kind of desegregation program would have no success when programmed on a local level. Quite to the contrary, this factor of having the program on a local level was probably one of the basic reasons why the institute was so successful. The data gathered from all the participants seem to indicate that if the institute was held outside of the County they could not participate for various reasons. Credit should be given to the superintendent, who has since retired, for giving the program his official support.

It was assumed that there would be some reactions from particular groups in the County. There was no evidence of reaction from these groups and there was no local publicity campaign to interfere with the planned program.

It was assumed that there was no serious degree of readiness among faculty members to desegregate. Throughout the duration of the institute there was little evidence to indicate that faculty members were not ready. One teacher said, "I wish they would get the business of school desegregation over so that we can get on with the business of educating the children." One important observation that should not be overlooked is that both Negro and Caucasian teachers were hesitant at first in talking about desegregation. The institute provided a medium which was thoroughly uninhibiting for teachers to express themselves.

The local leadership for much of the institute came from the teachers themselves which indicates that the problem of school desegregation must to a large extent be solved in the classrooms. The idea, therefore, of having local teachers providing much of the leadership is not only good strategy but is the most logical and practical thing to do. The teachers are the persons who must handle the everyday problems in the classrooms and they must be sensitive and aware of the different types of alternatives in the solution of problems in newly desegregated public schools.

It was assumed that local Caucasian and Negro teachers would be acquainted to some degree before they attended the institute. The evidence seems to indicate that Negro and Caucasian teachers were not well acquainted, but the institute brought them together to work on problems common to both.

The indispensability of this continuing effort to solve the current problems of school desegregation is important where all parties concerned have demonstrated an interest.

Based on past experiences in Duplin County, it would appear that each new program should try to conquer new horizons not only in terms of numbers of participants and geographical area covered, but in program design and content. The recommendations, as will be subsequently suggested, may have been daring a few years ago but at this point and time in our history they seem practical.

1. Subsequent institutes should involve additional counties, preferably those that are in close proximity to Duplin County.

2. Providing that it is financially feasible, the 160 teachers who were involved in the first institute should be used in a leadership role both at the planning level and at the operational level.

3. Teacher training institutes concerned with the problem of school desegregation should be encouraged to include a random sample of Negro and Caucasian parents who have children in school. This is important in view of the fact that parents who are ignorant as to the fundamental objective of a single school system do sometimes resist the efforts of the school boards.

4. The effectiveness of desegregated institutes can only be determined by an effective follow-up program. The follow-up program should include in the first six months at least one monthly meeting with Negro and Caucasian teachers as well as school administrators. This meeting would be specifically designed to give technical assistance in solving problems as they arise.

5. Finally, it would be very meaningful for North Carolina, the United States Office of Education, and other states confronted with desegregation problems, if the eastern counties in North Carolina were developed as a model in solving the problems of school desegregation.

May the reader be reminded that what good things man has not yet done are only those that he has not yet attempted to do.

APPENDICES

APPENDIX I

JAMES SPRUNT TEACHER INSTITUTE

Summer 1968

To Respondent: DO NOT give your name, but please give the following:

_____ Years a resident of this County.

_____ Years an employee in this County.

_____ YEARS OF TEACHING (and/or administrative) experience

_____ Age of respondent

_____ Years of college completed

NW W Race of respondent (Please circle one)

___ Yes ___ No Native born North Carolinian

___ Yes ___ No Native born Duplin County

List degrees earned ____

I. THINK QUESTIONS

1. Before this summer have you had the opportunity to participate in any of the following adult to adult relationships?

___Yes ___ No (a) Meet in your school administrative unit in racially mixed professional meetings.

___Yes ___ No (b) Meet in racially mixedgroups for professional dinner meeting.

___Yes ___ No (c) Meet in the home (in this County) of another professional person of a different race for a professional meeting.

___Yes ___ No (d) Meet in the home (in this County) of another professional person of a different race for a dinner committee meeting.

___Yes ___No 2. Are there restaurants, other public accommodations or institutions in this County operated by persons of an opposite race where you feel at ease? Name them.

___Yes ___No 3. Do you consider it a restriction of your freedom when you or members of your family, because of custom, may not choose with whom you will associate or where you may be accommodated?

___Yes ___No 4. Do you have any basic fears against teaching in a school of predominately opposite race? If yes, please list them.

5. What must both the Negro and white teachers in this County learn about basic cultural developments and attitudes in their opposite races?

JAMES SPRUNT TEACHER INSTITUTE

Summer 1968

To respondent: DO NOT give your name, but please give the following:

_____Years a resident of this County.
_____Years an employee of this County.
_____Years of teaching (and/or administrative) experience
_____Age of respondent
_____Years of college completed.
NW W Race of Respondent (Please circle one).
___Yes ___No Native born North Carolinian
___Yes ___No Native born Duplin County

List degrees earned ____

II. THINK QUESTIONS

1. What are your basic apprehensions about working in a desegregated school setting?

2. What do you consider the basic apprehensions among professional people of the opposite race toward school desegregation?

3. How do you determine whether a teacher or administrator of the opposite race shows prejudice toward you?

4. Why do you think the people (majority) of your county are more favorably inclined to accept desegregation of white schools more readily than to accept desegregation of Negro schools?

5. Based on your experience and understanding, express what you believe about the traditionally separate public school system. (If you believe a statement, check "Yes"; if not, check "No".

___Yes ___No (a) Financial investments in local Negro schools have always been equal to those of local white schools.
___Yes ___No (b) White and Negro public schools have been, and are now, equal in all respects.

___Yes ___No (c) A student graduating from a Negro school has equal employment or college entrance opportunity with that of a white graduate from a white school.

___Yes ___No (d) The financial input for Negro education (grade one through college) has been equal to that of of the whites and the resulting educational products have been about the same.

___Yes ___No (e) A majority of Negro teachers are less well educated than a majority of the whites.

___Yes ___No (f) Some Negro teachers are better educated than some white teachers.

___Yes ___No (g) Negro teachers, as a group, take a more professional attitude toward teaching than do white teachers as a group.

JAMES SPRUNT TEACHER INSTITUTE

Summer 1968

To Respondent: DO NOT give your name, but please give the following:

_____ Years a resident of this County.
_____Years an employee in this County.
_____ Years of teaching (and/or administrative) experience.
_____ Age of respondent.
_____ Years of college completed.
NW W Race of respondent (Please circle one).
___Yes ___No Native born North Carolinian.
___Yes ___No Native born Duplin County.

List degree earned____

III. THINK QUESTIONS

1. What apprehensions, fears or concerns would you have about your child being taught by a teacher of the opposite race?

2. What reservations or fears would a majority of your friends and neighbors have about their children being taught by a teacher of the opposite race?

3. In what areas do you think a counselor of a different race could best advise your child?

4. In what areas do you think a counselor of a different race could least effectively advise your child?

5. Male-female relationships among professional people sometimes lead to friendship and strong personal relations. Sometimes they also lead to dislikes, hate or incompatibility. Please respond to these questions or statements.

   (a) Would you feel more at ease working with a teacher of a different race and same sex or could you feel more at ease with a teacher of a different race and opposite sex?

   (b) Respond to the same question in the relationship between a parent and teacher.

   (c) What neighborhood reactions or pressure would you anticipate if you were assigned to work in a team teaching situation with a teacher of opposite race?

JAMES SPRUNT TEACHER INSTITUTE

Summer 1968

To Respondent: DO NOT give your name, but please give the following:

_____ Years of teaching (and/or administrative) experience.
_____ Years a resident of this County.
_____ Years an employee in this County.
_____ Age of respondent.
_____ Years of college completed.
NW W Race of respondent (Please circle one).
___Yes ___No Native born North Carolinian.
___Yes ___No Native born Duplin County.

List degrees earned ____

IV. THINK QUESTION

1. What do you think the implications and/or reactions may be in this community for each of the following situations?

    (a) Negro student attending predominately white school?

    (b) White student attending predominately Negro school?

    (c) White teacher teaching in a predominately Negro school?

    (d) Negro teacher teaching in a predominately white school?

2. What part can the teacher play in making the single school system acceptable to the community.

3. Considering that community pressures from within the race will be exerted on each teacher sincerely trying to make desegregation work, what do you think the pressures will be on a fellow teacher from a different race by persons from within his (her) ethnic group?

4. Social distances exist within each ethnic group and between two different ethnic groups. List in order from greatest to least, the social distances you believe to exist among groups of a different race in your County.

JAMES SPRUNT TEACHER INSTITUTE

Summer 1968

To Respondent: DO NOT give your name, but please give the following:

_____ Years a resident in this County.
_____ Years an employee in this County.
_____ Years of teaching (and/or administrative) experience
_____ Age of respondent
_____ Years of college completed
NW W Race of respondent (Please circle one)
___Yes ___No Native born North Carolinian
___Yes ___No Native born Duplin County

List degrees earned ____

V. THINK QUESTIONS

1. What is your reaction to this statement?
"We had no control over the race prejudice passed on to us when we were children but we can filter out that prejudice so it does not pass into our children."

2. Give your reaction to or complete the following in a word or a few words based on your experiences.

    (a) Customarily, you do not shake hands with ______________________.

    (b) Customarily, you do not invite into your home persons of _______.

    (c) You always respond with "yes, sir" to ______________________
    but seldom is the same expression used to ______________________.

    (d) I (could, could not) invite a fellow teacher of the same sex but different race to my civic group, church, barber, home, swimming, party, club. (Put one line under those things you could and might do, if you wanted to; and two lines under those you could not do if you wanted to.)

3. Respond to these statements:
    (a) Prejudice does exist in this County based on tradition in the dimensions of race, economics and a combination of the two.

(b) Good relationships do exist in this County among persons of different racial and economic groups as evidenced by

4. I am assigned to teach in an integrated situation next year. I expect my biggest problem to be:

5. In my opinion the greatest block to:

(a) A single school system is ________________________________.

(b) I believe it will take about _____ years to achieve desegregation in this County.

APPENDIX II

JAMES SPRUNT TEACHER INSTITUTE

Summer 1968

Feedback from participants in first and second session.

To Respondent: DO NOT give your name, but please give the following:

___ Years a resident in this County.
___ Years an employee in this County.
___ Years of teaching (and/or administrative) experience.
___ Age of respondent
___ Years of college completed.

NW W Race of the respondent (please circle one).
___Yes ___No Native born North Carolinian
___Yes ___No Native born Duplin County

List degrees earned ______________________________

Please respond in a candid manner to the items below. Give us the benefit of your feelings or observations about the value of these three weeks as an effort to create understanding between professional persons who have worked in two separate school systems.

*If space is inadequate--continue on the back.

1. During the three weeks, do you feel you have changed in your understanding of the race culture different from your own?

   Please elaborate in comments you care to make.

2. In the coming year, what do you now consider your professional position obligation toward the professional position of a teacher of the opposite race who may be assigned to your school?

3. Do you feel that you will be a more effective educator in an integrated school situation because you have attended this institute?

   Elaborate (if you choose)

4. What have you learned concerning methods or approaches to solutions of race problems which you did not know before?

5. What have you learned which may be useful in breaking down barriers to communication which may arise among biracial groups of school personnel, students, or parents?

6. From your incidental learning and close observation of teacher interaction during this institute, what can you say to people of your race concerning attitudes of teachers of the opposite race?

7. Were there misconceptions, false assumptions or misunderstandings about the opposite racial group which clarified or altered your point of view during this institute?

8. Have you gained any professional insights in making desegregation or integration work which you may share with fellow teachers who were not in attendance at this institute?

9. What do you feel has been most beneficial to you personally during this institute?

10. Would you like the opportunity for another local institute similar to this one next summer?

    If so, what problems would you like to discuss?

11. Observation and question from one of the small groups:

    "It seems that a large majority of the whites who should be reached are not present. More understanding of the Negro problems has been gained including, how they feel and how they react to a certain situation." How can we get more of our white teachers into a workshop of this kind?

12. Please list in order of decreasing importance to you the tangible evidences of how these three weeks have been helpful to you. (What has helped you most and what has helped you least?)

13. What have you as an individual gained in these three weeks?

14. What individual responsibility will you assume toward helping a teacher, who is of the minority race on your faculty, make adjustments toward becoming a member of your professional team?

15. Do you feel that Duplin classroom teachers as a professional group show readiness to accept school desegregation?

16. Do you feel that any lasting professional interracial friendships have developed during this workshop?

APPENDIX III

RESOLUTIONS OF APPRECIATION

We, the undersigned teachers, wish to express our genuine appreciation to Mr. Alfred Wells and to the James Sprunt Institute for offering to us the summer seminar course "Education and Society."

We have found the course to be not only timely and informative, but also one which has been of immeasurable value in its scope and consequence. To be able to meet with and to work with teachers of an opposite race in a spirit of co-operation and professional concern has been a most unique and rewarding experience for us.

We feel that this course has been valuable in the following ways: It has given teachers of both the Negro and Caucasian races an opportunity to learn to communicate with each other; it has provided opportunities to discuss false assumptions from each racial group; and it has brought about a keen awareness of our roles as professionals in making desegregation and integration work.

Furthermore, we feel that many of the problems we anticipated in the coming school year in Duplin County have already been solved. And we also feel that all problems which may arise in a newly integrated school situation can be met with more assurance, understanding, and sympathy because of the work accomplished here as well as the good spirit in which this work has progressed.

Therefore, we extend to Mr. Wells and to the James Sprunt Institute our sincere gratitude with the earnest hope that future courses such as this one can be made available to the teachers of Duplin County.

Respectfully submitted,

APPENDIX IV

DUPLIN TEACHER INSTITUTE

December 1968

Follow-Up Questions

To Respondent: DO NOT give your name, but please give the following:

_____ Years as a resident of this County.
_____ Years as an employee in this County.
_____ Years of teaching (and/or administrative) experience.
_____ Age of respondent
_____ Years of college completed

NW W Race of respondent (please circle one).
___Yes ___No Native born North Carolinian
___Yes ___No Native born Duplin County

List degrees earned____

1. Do you believe that the 1968 James Sprunt Summer Teacher Institute helped school desegregation to proceed more smoothly than it would have without that experience? ___Yes ___No

   Comment (optional)

2. Do you think your behavior toward students or teachers of the opposite race was positively influenced by what you learned and experienced in that institute? ___Yes ___No

   Comment (optional)

3. Thinking back to the summer institute, which topics or experiences have been most helpful this school year? (List one or more, or none. List in order of importance to you.)

   1.

   2.

   3.

4. Do you think you could benefit from another teacher institute in the summer of 1969? ___Yes ___No

   If yes, what topics would you like to discuss?

5. Are you assigned to a desegregated school this year? ___Yes ___No

   If yes, please check _____ Faculty desegregation
   _____ Student body desegregation

6. If you have been teaching in a desegregated school this year, list the kinds of problems you have encountered which you did not find in your previous assignment.

7. If you are needed, would you be willing to serve as a small group discussion leader this summer? (1969)

APPENDIX V

DUPLIN TEACHER INSTITUTE

CONSULTANTS

First Week

Dr. Selz Mayo, Chairman
Professor and Head of Sociology and Anthropology Department
North Carolina State University
Raleigh, North Carolina

Dr. Dewey Adams, Caucasian
Associate Professor, Adult Education Department
North Carolina State University
Raleigh, North Carolina

James Henry
Negro, Masters at Columbia University
Principal, E. E. Smith High School
Kenansville, North Carolina (Duplin County)

Lauren Sharpe
Caucasian, Bachelors at Wake Forest College
6th Grade Teacher, Warsaw Junior High School
Warsaw, North Carolina (Duplin County)

Carl Price
Caucasian, Doctorate Program in Adult Education at North Carolina State University
Community College Intern in Adult Education

Second Week

K. Z. Chavis
Negro, Doctorate Program at Duke University
Durham, North Carolina

Howard Lee
Negro
Duke University
Durham, North Carolina

Dorothy Routh
Caucasian
Program Analyst of S. C. Field Support Office
Southeast Regional Office, VISTA
730 Peachtree Street, N. E.
Atlanta, Georgia

Alice Solomon
Negro, Counselor Specialist
Department of Public Instruction
Raleigh, North Carolina

Thelma Lennon
Negro,
Title IV
North Carolina Department of Public Instruction
Raleigh, North Carolina

Mary Vann Wilkins
Caucasian, MA, University of Wisconsin
North Carolina Department of Public Instruction
Bunn-Hatch Building
Raleigh, North Carolina

Ann Board
Caucasian
Superintendent's Office
Chapel Hill Public School System
Chapel Hill, North Carolina

Roscoe Batts
Negro
Principal, Rocky Mount City Schools

Shirley Ann Bacon
Negro
Project Director, Chapel Hill Public Schools
Chapel Hill, North Carolina

Third Week

William Flowers, Consultant
Caucasian
North Carolina Fund
Durham, North Carolina

Billy Barnes
Caucasian
Public Information and Writing Specialist
North Carolina Fund
Durham, North Carolina

Betsy Harper
Caucasian, Doctorate Program, North Carolina State University
Instructor, Lenoir Community College
Kinston, North Carolina

Nancy Jordon
Negro, B. S., Livingstone College
Teacher, Charity High School
Rose Hill, North Carolina

Margaret Glasgow
Caucasian, Converse College
Teacher, Wallace-Rose Hill High School
Wallace, North Carolina

T. J. Pinnock
Negro
Tuskegee Institute, Alabama

Robert E. Lee
Caucasian
Superintendent, Moore County Schools, North Carolina

APPENDIX VI

JAMES SPRUNT TEACHER INSTITUTE

Summer 1968

SUGGESTED SPECIAL READINGS
(Local, State, Regional and National Forces)

Paper (Unpublished)

Some Characteristics of Duplin County, 1968. W. L. Flowers

Contains historical and factual data on population characteristics and trends in Duplin County.

Occupational Analysis of Duplin County, 1968. W. L. Flowers

Contains a review of Duplin employment opportunities, trends, current industry location, major Duplin occupational employment by race 1940, 1950, 1960.

Education in Rural Dixie and Rural America, 1968. W. L. Flowers

This paper defines some of the problems of rural America. Elements apply to Duplin County as part of the rural (farm) America problem. Appropriate for gaining an understanding of the nationwide trends also evident in Duplin County.

North Carolina Background Study as Basis for Application of Principles of Adult Learning, 1968. W. L. Flowers

Supreme Court Decision Plessy vs. Ferguson, October term 1895, Criminal District Court for Parish of Orleans, State of Louisiana.

Psychological Concepts Relevant to the Adult Educator.

Section on Attitudes. By permission of Dr. Emily H. Quinn.

Books

Schools in Transition, by Robin N. Williams, Jr. and Margaret W. Ryan. University of North Carolina Press, 1954.

Part I. Background
Part II. Desegregation Required
Part III. Desegregation Permitted
Part IV. Implications for the Future

Some data in this book provides historical background on recent events for the reader. Other content gives the reader a backward look at opinions expressed by the authors almost one and one-half decades ago.

The Negro and the Schools, by Harry S. Ashmore. University of North Carolina Press, 1954.

History of bi-racial education in the United States--a history of segregation. In a very general way, reviews the court decisions including the Plessy doctrine of 1896 through the May 17, 1954 decision of the U. S. Supreme Court. It also includes a synopsis of special court decisions from all parts of the country in the period immediately prior to 1954.

North Carolina and the Negro, by Capus Waynick, et al, editors. North Carolina Mayors' Cooperating Committee.

Action Patterns in School Desegregation, by Herbert Wey and John Corey. 1959.

Published as a Phi Delta Kappa Commission project.

Teacher Education in North Carolina, by James C. Wallace. North Carolina State University.

A pamphlet analysis of NTE Test Scores by a State University assistant professor.

Papers of Governor Luther H. Hodges (March 4, 1955). pp. 561, 564, 572, 577.

The Advancing South: Manpower Prospects and Problems, by James G. Maddox, et al. New York: The Twentieth Century Fund, 1967.

They Closed Their Schools, by Bob Smith. University of North Carolina Press, 1967.

The Negro in Our History, by Carter Godwin Woodson. Washington, D. C.: The Associated Publishers, Inc.

The Slavery Controversy (1831-1860), by Arthur Young Lloyd. University of North Carolina Press, 1939.

Compensatory Education for Cultural Deprivation, by Benjamin S. Bloom, et al. New York: Holt, Rinehart and Winston Co., 1965.

Education in Depressed Areas, by A. Harry Passow, ed. New York: Bureau of Publication, Teachers' College, Columbia University.

White and Black, by Samuel Lubell. New York: Harper and Row, 1964.

A Profile of the Negro American, by Thomas F. Pettigrew. Princeton: D. Van Nostrand Co., Inc., 1964.

Social Dynamite, by National Committee for Children and Youth. Washington, D. C.: The Committee, 1961.

A report of the Conference on Unemployed Out-of-School Youth in Urban Areas.

Racial Isolation in the Public Schools. Vol. I. 1967.

A report of the U. S. Commission on Civil Rights.

Task Force Survey of Teacher Displacement in Seventeen States. Commission on Professional Rights and Responsibilities of the National Education Association.

A Negro Psychiatrist Explains the Negro Psyche. The New York Times Magazine, August 20, 1967.

The Present Dilemma of the Negro, by Kenneth B. Clark. 1967

An address before the annual meeting of the Southern Regional Council, Atlanta, Georgia, November 2, 1967.